

Training of Trainers

A Select Annotated Bibliography



Commonwealth Secretariat

COMMONWEALTH PROGRAMME FOR APPLIED STUDIES IN GOVERNMENT

TRAINING OF TRAINERS

A Select Annotated Bibliography

Compiled by:

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Kuala Lumpur

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London SW1

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FOREWORD

This bibliography from the Commonwealth Programme for Applied Studies in Government (CPASG) takes up a crucial aspect of manpower development - that of training of trainers. In preparing the bibliography the compiler, Dr. A.P. Saxena, presents annotated references on training of trainers in a broader framework of major concerns to trainers. These include selected references to objectives, processes, systems and design of training, to learning, to identification of training needs, training methodology in general and to group dynamics and organisational change in particular. It also covers evaluation of training, training costs, and specialised aspects of training including training for public administration and management training.

In commissioning this bibliography CPASG's purpose was to further extend and supplement the considerable work it has done in the field of training of trainers since the inception of the Programme in 1975. As with all its work the major focus of the Programme's activities in this field has been to assist Governments in improving the management and administration of the public services and public enterprise. This too is the aim of this bibliography. However the coverage of the bibliography is not intended to be comprehensive, but rather it has been prepared to provide pointers to the major references in the field in the past ten years or so. If there are any important references omitted from the bibliography CPASG would appreciate notification. It should also be noted that selection of items for inclusion is the responsibility of the compiler, and in no way implies a judgement or expression of opinion by the Commonwealth Secretariat and the Commonwealth Fund for Technical Co-operation.

'Training of Trainers' is the second bibliography published by the CPASG to concentrate on training. A previous and recent bibliography in the series deals with 'The case study as a training method', and can be obtained from the Programme at the address given below.

Other bibliographies in the series cover:

Public Enterprise Management - 1979

Workers Participation in Management - 1979

Industrial Relations - 1980

Public Enterprises, Parliaments and Governments - 1981;

and, in production is a new bibliography on 'Technology Decision-making in the Public Service' to be published early 1982.

The Commonwealth Programme of Applied Studies in Government

The Commonwealth Programme for Applied Studies in Government, which was established at the request of Commonwealth governments, was set up as a Division of the Commonwealth Secretariat in 1975. Its goal is to promote better administration and management in both the public service and the public enterprise sectors. It takes up this challenging task through an integrated programme of training, research and consultancy backed by an information/clearing house function. Working directly with senior personnel through seminars and short courses, or indirectly through programmes designed to improve the capacities of public service and public enterprise training institutions and trainers, its target is the most senior levels of management.

For further information on the Programme and its publications contact:

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INTRODUCTION

Of late a spate of literature has been appearing in the vast emerging field of training. Indeed it is quite an effort to keep pace with the published material - journals, books, monographs, articles and papers - because frequently these are not easily available except in a few repository libraries. The task of preparing a specialised bibliography on training of trainers is made further difficult by the paucity of specific entries on the theme per se. The present bibliography, at best only illustrative and not exhaustive, has therefore approached the subject of training of trainers in the context of certain selected aspects of training as listed in the Index. Perhaps this is as it should be because the process of training of trainers cannot be fully comprehended or analysed except in the context of the basic features constituting the framework of training. The bibliography has accordingly identified a few key training ingredients for selection of entries keeping in view their overall relevance to training of trainers. It is felt that a trainer must be at least minimally familiar with these core ingredients which form the very basis of his job and expected tasks. The choice and coverage of entries has thus been determined by the extent to which these are germane to the overall theme.

In this scheme of selection, some areas may not have been adequately proved. For example, in the section on training techniques, the case method has not been covered except very briefly because the Commonwealth Programme for Applied Studies in Government has already published a bibliography on the subject. Similarly in annotation, some entries have received more attention than others. This is primarily because these appeared more relevant and central to training of trainers. However I must accept responsibility for gaps that may be noticed in the structure and treatment of the subject in general or particular entries within this.

When using the bibliography readers will find that all entries are serially numbered within each of the twelve sections listed in the contents list. An author index has also been included which refers to entries by serial number.

Finally, I am grateful to the Commonwealth Secretariat for asking me to undertake the project. I hope trainers, especially those in governments and government training institutions, will find the bibliography useful.

A.P. Saxena

1. TRAINING - OBJECTIVES, PROCESS, SYSTEMS, DESIGN

1.1

BRADSHAW H.H. **The Training Function - A Catalytic Model**

Training and Development Journal Madison, Wis

(USA) 26(7) July 1972 pp.14-16

The article asserts that increasingly trainers are retreating into comfortable non-exposed position of a specialised technocracy as against getting involved in all phases of organisational activity. A client based approach relying on building credibility and becoming a team member is suggested. Further the trainer should have role flexibility and an urge to enrich is own job.

1.2

DAVIES IVOR K. **The Organisation of Training**

McGraw-Hill Berkshire

(UK) 1973 pp.113

The manual discusses training in any age of change, practical approach to the planning of training and evaluating the effectiveness of training. Part three analyses the trainer's resources, the trainer's many roles and the relationship between a trainer and a trainee in a training system.

1.3

DAY R.O. **Training Style: A content analytic assessment**

Human Relations New York

(USA) 26(5) 1973 pp.599-637

The role of a trainer is analysed and a Training Style Scoring System is developed on the basis of a review of past empirical literature. Training Style is conceived to be a mixture of three components definitional, behavioral and emotional. The author later developed fifty eight categories for study of training style. Each of these categories is discussed in the context of the above three components.

1.4

DICKINSON A.W. **Effective Company Training**

Longmans

London

(UK)

1973

pp.242

The author covers a number of training aspects - role of training, designing training for specific functions, costing and evaluation of training and the choice as well as use of audio-visual aids. The book is based on courses offered in a training institution.

1.5

ELIAS A.H. et al Training for development - objectives

I.S.T.D. Review

Delhi

(India)

2(3&4)

1972

pp.28-30

Objectives of training for development can fall into three broad categories: routine objectives, problem-solving and innovative training objectives. Training programmes in support of these objectives will require one special input, namely, a support system in the organisation. This will be possible through carefully planned development. Involvement of the trainees will be essential. The support of the organisational climate will be useful in this task.

1.6

ELY DONALD D. Training-By-Objectives

Training and Development Journal

Madison, Wis

(USA)

29(6)

June 1975

pp.23-24

The need to do a job analysis is stressed as part of training-by-objectives. Each duty is expressed as a five component behavioural objective. These are: who is to do the task what in observable behaviour has occurred, what special tools can the person use to accomplish the behaviour, what time or setting restrictions should be placed on the person when he performs the task and how well must the task be performed. These job duties thus become terminal objectives in the approach.

1.7

FINKEL COLEMAN L. The Supportive Environment

Training and Development Journal Madison, Wis
(USA) 29(1) Jan. 1975 pp.26-36

The concept of design of a learning environment as a new speciality is explained. The characteristics of a supportive environment are identified. These include: concentration on the psychological influences of all the environments within a facility, understanding of the learning process involved in training, appreciation of the role of trainers - the communication and development of innovative and practical equipment and devices. The environments with which each participant interacts during meetings are noted.

1.8

FITZWILLIAMS H. **Investing in Tomorrow**

Industrial Society London
(UK) Dec. 1970 pp.17-18

The difficulties facing induction programmes in creating positive attitudes to the organisation are discussed. Attitude training as part of induction programme is outlined. The induction training programme includes involving young employees in the organisation, giving an understanding of the working environment and themselves, and developing self-confidence.

1.9

FRIESEN PAUL A. **Designing Instructions**

Friesen, Kay & Associates Ottawa
(Canada) 1971 pp.1980

This book describes a systematic or 'systems' approach to instruction design, using programmed instruction as a model. It is pointed out the design model is not only for programmed instruction and instructional technology but for all forms of program building. Section I deals with the systematic approach; problem, task and learner analysis; meaningful instructional objectives, measurement criteria; lesson planning and sequencing, training methods; developing the instructional programme and evaluation. Section II describes programmed instruction.

1.10

GANE CHRISTOPHER **Managing the Training Function**

George Allen & Unwin London
(UK) 1972 pp.183

Examines the job of a training manager within an organisation along with a review of the role of systems - thinking and instructional technology as part of personnel training and development. The job of a training manager, analysed in seven steps, is illustrated by case histories highlighting the application of the principles to solving varied training problems within organisation.

1.11

KENT GEORGE **Training is a System**

Training and Development Journal Madison, Wis
(USA) 29(9) Sept. 1975 pp.10-12

Training department can be an overhead factor which has a money value on its function. Supporting details are stated for the training function. These include needs assessment, setting goals and objectives to meet the needs, evaluation, and program administration. The approach will even promote savings.

1.12

LANGDON DANNY G. **The Instructional Design Library**

Educational Technology Publications,
Englewood Cliffs N.J.

(USA) 1979 pp.1780

Consisting of twenty volumes, the series provides a convenient, practical source of essential information on important instructional designs - formats and strategies for structuring learning. Each individual volume is structured to give practical information about design e.g., use, operational description, design format, outcomes, development guide and resources. Abstracts at the beginning of each volume present the trainer with references to each type of design.

1.16

MICHALAK
DONALD F. &
YAGER EDWIN G.

Making the Training Process Work

Harper & Row
(USA) 1979 New York pp.152

Three aspects of the training process - organisational analysis, correlation between training and organisational development, and the role of trainer - are stressed. Training is viewed as a management process resulting in improved job performance. Contains useful guidelines for a trainer to conduct training programmes for better performance.

1.17

MUMFORD ALAN

The Manager and Training

Pitman Publishing
(UK) 1971 London pp.152

The stated objective of the book is to help the large number of managers who want to know about training in order that they may more effectively carry out their total managerial function and particularly perform their own direct training task. It is argued that the manager, after a proper understanding of the training function, should be able to (a) sponsor training actually beneficial to his own organisation, (b) undertake personal responsibility for training his own staff, (c) understand the process involved in effective learning and (d) to direct and control the work of training specialists. The chapters in the book include: a systematic approach to training, the organisational context for training, the manager and conditions for learning, managing the training process, analysing training needs, the context of training programmes, choosing methods for learning and evaluation of training.

1.18

NADLER, LEONARD

Support Systems for Training

Training and Development Journal Madison, Wis
(USA) 25(10) Oct. 1971 pp.2-7

With increasing emphasis on results, the trainer must concern himself with a function which extends far beyond conducting growth experiences. One such element is the development of systems within organisations to support

1.21

ODIORNE GEORGE S. **Training by Objectives: An Economic Approach to Management Training**

The MacMillian Co.

New York

(USA)

1970

pp.361

The book relies on a 'systems' approach to training and first defines objectives and later the training theories and techniques. Economic and behavioural aspects of training are discussed and many new techniques such as sensitivity, motivational and human relations training are discussed. The book is in three parts: Part I deals with the economic approach, questioning the validity of many past training efforts in today's environments, Part II presents the systems approach as a means of reorienting training to economic objectives and Part III outlines the various kinds of learning theories. There are cases, questions, summaries and bibliographies for each chapter.

1.22

ROSE HOMER C. **The Development and Supervision of Training Programmes**

American Technical Society

(USA)

1968

pp.418

The book aims to show how trainers can improve their skills and how training programmes can be made better and more efficient. The book is in two parts. In first part, the first four chapters establish the principles of supervising and developing training programmes. Later the details of supervision and training program development are elaborated. Part two concentrates on the fundamentals of the trainer's job. The areas discussed include learning and influences on learning, the training techniques, preparation of training plans, on-the-job training and principles of evaluation. The appendix provides a training techniques check list apart from selected references.

1.23

SAIGAL J.P.

New approaches to training

I.S.T.D.

Delhi

(India)

1(3)

1971

pp.89-91

The author conceives training as a means to achieve the goals of an organisation. The major areas contributing to the training effort are: elements of management, physical resources, behavioural sciences and systems approach. The trainer in this background is a change agent. A trainer should thus be a technologist, not merely a technician, capable of evolving and applying scientific approach to training.

1.24

SALIH GALOBAWI M. **In-Service Training Programme**

International Institute of
Administrative Sciences

Brussels

(Belgium)

1970

pp.82

The monograph discusses types of in-service training and its organisational aspects including role of the training officer. Selected training techniques, audio visual aids and instructional materials are also described.

1.25

SAXENA A.P.

**The Training Function: Identification
and Implementation**

Training Division, Govt. of India

New Delhi

(India)

1970

pp.30

The monograph discusses the steps to be taken to activate the training function in an organisation. Several guidelines for training of trainer, e.g. developing specialisation, skills in techniques of training and administration of training programmes are outlined. Analysis and evaluation of personnel data, preparation of training reports and budgeting for training is also examined. It is explained that a trainer has an important role in establishing the identity of the training function which is basic to implementation of training plans and programmes.

1.26

SAXENA A.P. On-the-job training - some approaches
and problems

Productivity Delhi
(India) 14(3) 1973 pp.335-8

On-the-job training is a continuing, inherent process during any span of job performance. There are several determinants in the environment of on-the-job training. Out of these, three are crucial - the individual level, the individual/group level, and the group level. However there are certain constraints which have to be taken into account in designing and implementing on-the-job training. These include the capability of the supervisor as a trainer, the receptivity of the trainee and the mix of training offered.

1.27

SCOTT RALPH K. The Missing Link in Contemporary
Training Systems

Training and Development Journal Madison, Wis
(USA) 29(6) June 1978 pp.9-12

A basic question is raised - what do both the trainers and trainees bring to the learning situation, non-relevant to training but which affects learning outcomes. There is motivational interplay and the effect of extrinsic values. As far as a trainer is concerned he may display avoidance, task orientation or people orientation. But in this framework the missing link is the focussing on the growth of the individual and those functions that should support every training effort.

1.28

SCRIVEN R.J. **Training - before and after**

Industrial Society London
(UK) June 1971 pp.15-17

The article attempts to examine the pre-training and post training aspects of a specific in-company training programme. It is explained that awareness of these phases will lead to a better understanding of the programme. A training assessment scheme which has been successfully used in a training institute in UK is described.

1.29

THIS LESLIE

Results-Oriented Training Designs

Training and Development Journal

Madison, Wis

(USA)

25(4)

April 1971

pp.8-14

The variables, factors and components of training program development are analysed. The assumptions in training are outlined and the design steps necessary for a trainer are stated. Several design variables for developing effective course design and course sequence are examined. It is noted that a trainer has key role in these tasks.

1.30

THORNE EDWARD H.
& MARSHALL
JEAN L.

**Managerial Skills Development: An
Experience in Program Design**

Personnel Journal

Santa Monica

(USA)

55(1)

Jan. 1976

pp.15-38

Adapting an adult-education model, the authors analyse the environment for the success of a MSD program. The elements discussed include a stated program objective and philosophy, an educative environment, group commitment, group-centred action, program evaluation and revision, instructor teams and professional presentation. The three stages in these tasks are preliminary stage, group-action stage, and module improvement and on-going implementation. A draft program schedule for MSD design is outlined along with check list of items for managerial skill development.

1.31

TRACY W.R.

Designing Training and Development Systems

American Management Association

New York

(USA)

1971

pp.432

The book stresses on seven phases in designing a systematic approach to training. These include: (i) identification of training and development needs, immediate and long range, (ii) collection and analysis of job data to ensure that programs are relevant to the trainees work, (iii) devising evaluating instruments to validate the data, (iv) choosing the best strategy to suit specific needs, (v) setting standards and procedures for determining types and quantities of equipment needed to support program for five years, (vi) synthesising objectives, content, strategy and evaluation into lesson

plans and program of instruction and (vii) measuring the system's effectiveness by collecting and analysing data. A cost analysis form is provided in the appendix.

1.32

WARREN MALCOLM W. **Training for Results**

Addison-Wesley

Reading, Ma

(USA)

1979

pp.269

The book is directed to use training systems to meet organisational needs. The opening analysis of training and learning, and training a system is followed by establishing the elements of a training system. Later the analysis of training needs, the training and estimating costs is examined leading to issues in instructional design and evaluating training action. Various categories of training e.g. administrative skills training, professional and technical training, and management and supervisory training are analysed. The organising and staffing of the training function is outlined with reference to the position of a trainers. As part of the listed objectives of the book, the author puts into the alternative roles and tasks of a trainer - as a technologist and as a human performance problem solver. It is indicated that the alternatives require two things - a technology and an approach. In the book the technology is behavioural technology and the approach is the systems approach.

2. TRAINING - LEARNING

2.1

ANTIL
FREDERICK H.

Meeting the Training Challenge

Personnel Journal

Santa Monica

(USA)

54(10)

Oct. 1975

pp.536-546

The author examines the principles of little-known and underutilized learning theories and findings by specialists in training and development in the context of effectiveness of training. It is explained that no longer do we regard learning as something that place primarily between the ages of six and twenty plus when the principles of learning theory are fully utilized, the benefits can be substantial. The return is not only improved effectiveness, but greater acceptance as well. Also increasingly, trainers are likely to find themselves forced into a greater utilization of learning principles, because the stakes are becoming too large to risk failure.

2.2

BELL CHIP R. &
MARGOLIS
FREDRIC H.

Blending Didactic and Experiential
Learning Methods

Training and Development Journal

Madison, Wis

(USA)

32(8)

Aug. 1978

pp.16-21

The trainer is always faced with problems of choice in learning methods - didactic, instruction oriented and experiential, and generally learner oriented. The trainer has to develop his blend based on flexibility, nature of the learning dimension and design considerations. The considerations in this task will be organisational environment, nature of the learner and nature of the trainer. The trainer at the same time has to escape some 'traps' to avoid one approach only and ignore the blend.

2.3

BLAKE ROBERT R.
& MOUTON JANE

What is Instrumented Learning?

Training and Development Journal

Madison, Wis

(USA)

26(1)

Jan. 1972

pp.12-20

A learning instrument is described as a device to help people learn. It is suggested that the instrument can do much that a trainer can do and in some ways, a lot more by way of stimulating a learning experience. A multiple

choice instrument is useful for testing the soundness of a person's factual understanding. Similarly, learning from dilemmas as well as generalisation are considered useful. Factors of self-respect, team spirit of cooperation, and inter-group competition are noted. The idea of learning instruments, even though only twenty odd years old has potential for contribution to training.

2.4

COOPER CARY L. **Learning from Others in Groups -
Experimental Learning Approaches**

Greenwood Press		London
(UK)	1979	pp.304

The volume analyses the nature of T-groups and goes on to examine the implicit values of experimental learning and how these differ from traditional techniques. The resulting account of experimental learning directed to a trainer explains the effects and characteristics of experimental learning methods.

2.5

DAVIES IVOR K. **The Management of Learning**

McGraw-Hill		London
(UK)	1971	pp.256

The book does not aim to tell trainers how to do their job. It equips them instead to appraise constantly and accurately the effectiveness of their own methods, and to adapt them as and when necessary. Beginning with an introduction to the concept of education and the role of the trainer-manager, the book deals in detail with planning the individual training task, organising the available resources for learning, leading and motivation, and controlling the whole process to ensure its complete success. It covers such aspects of the trainer's job as how to analyse a learning task and decide what training is necessary; which audio-visual aids are most appropriate at any given situation; what is the ideal size for a class, seminar or any other learning group; when to communicate and how to measure what has been learnt; and managing learning resources.

2.9

KNOWLES MALCOLM **The Adult Learner: A Neglected Species**

Gulf Publishing Co. (2nd edn.) Houston
(USA) 1978 pp.256

Pointing out that adult learning theories are often based on child learning, Knowles examines those aspects that are unique to adult learning. The second edition contains significant additions to the earlier edition, including an examination of the historical development of andragogy and guidelines for the use of learning contracts, and a core-competency diagnostic guide.

2.10

MILNE R.S. **Learning the Skills of Learning**

Indian Manager Delhi
(India) 3(1) 1972 pp.13-29

The author believes that the most important skill that managers of developing countries need to acquire is the skill of learning from their own environment itself and not from management techniques developed in industrially advanced countries. The author illustrates his conclusions from the nature of management function in developing countries as observed at the Turin International Centre where I.L.O. provides management development assistance in an international context.

2.11

O'HARE B. **The Individual Approach to Learning Within a Training Organisation**

Industrial Training International London
(UK) 9(7) July 1974 pp.226-228

Although objectives in training allow little room for learner control, the considerable variation in pre-entry knowledge of many trainees should be capitalised upon. The use of diagnostic tests can show a trainee exactly what he requires to learn and need not waste his (and the organisation's) time on familiar material. According to the author, the one resource least used in training is the learner himself. Despite the changes that have come about with the more systematic approach to training and the general use of objectives, the emphasis is still very much on the inputs to, and not the outputs from, training.

2.12

RICE A.K.

**Learning for Leadership, Interpersonal
and Intergroup Relations**

Tavistock

London

(UK)

1971

pp.200

Based on the principle that the function of leadership is to control transactions between internal and external environments, the study argues that most leaders exercise their skills intuitively, but rapid changes of modern society make leadership increasingly difficult. There is therefore an urgent need to provide the necessary training, which can serve as a learning framework for developing leadership.

2.13

ROGERS JENNIFER
(ed)

**Teaching on Equal Terms: A Book for All
Those Concerned with Teaching Adults**

British Broadcasting Corpn.

London

(UK)

1969

pp.141

A compilation of essays which consider such areas as research and experiences drawn from industrial training, how to avoid intellectual flabbiness and other pitfalls of adult teaching; how to conduct class discussions; training by trainee research projects; use of audio visual aids; and various challenges and contemporary difficulties facing the adult education field.

2.14

SCHNEIER CRAIG
ERIC

**Training and Development Programs: What
Learning Theory and Research Have to Offer**

Personnel Journal

Swarthmore, Pa

(USA)

53(4)

April 1974

pp.288-293

Training and development is viewed here as a four-phase process: diagnosis of the learning situation, design of the appropriate learning strategy, implementation of the learning strategy and evaluation and possible redesign of the learning strategy. The principles and findings from learning theory and research are presented in the form of a seven point list designed to help those engaged in training and development activities become aware of the scope of the learning literature which is applicable to their programs. The role of the trainer is indicated in the process.

2.17

THOMAS LAURIE

Learning to Learn in Practice

Personnel Management

London

(UK)

8(6)

June 1976

pp.32-35

The ability of most people to learn for themselves from experience has been largely overlooked by measurement obsessed training officers. According to the author, self-organised learning has implications for trainers. Learning is not a fact that can be observed. It is an inference that has to be made, either from changes in behaviour or from the learner's own experience. What is needed is a redefinition of the trainer's job. He should become a manager of learning and encourage the development of the strategies and skills of self-organised learning so that learning continues when training stops, concern himself with helping people to identify their learning needs and to work out with them how these might be achieved and provide special opportunities for learning when the situation or the lack of skill of learner prevents this. The main implication for trainers is that they must experience themselves as learners and they must be prepared to bring their own learning processes under review.

2.18

URANECK
WILLIAM O.

Delegate Learning Responsibilities
to the Trainees

Training and Development Journal

Madison, Wis

(USA)

25(11)

Nov. 1971

pp.44-45

The author argues that the trainer is a consultant, not a practitioner, a counsellor and not a lecturer. A case study is narrated where a trainer following the approach delegates full responsibility for learning to the trainees - and then staying out of the way. The approach emphasises the responsibilities of the trainer as well as the participants continuing reaction to the course.

VANDENPUT
MICHAEL A.E.

The Transfer of Training - Some
Organisational Variables

Journal of European Training

Bradford

(UK)

2(3)

1973

pp.251-263

The study aims at collecting data about the nature of the variables which either positively or negatively influence the individual's capacity to apply to his work situation what he has learned during a training programme. The investigations are limited to organisational variables, facilitations and institutions operating from the organisational environment. It is stressed that the training programmes can be designed to prepare the participants for transfer. The advantages of in-company training are emphasised. It is noted that subjects seem to find their organisation less inhibiting than participation in an external organisation, where the specific problems of each participant's work situation are often neglected.

3. IDENTIFICATION OF TRAINING NEEDS

3.1

BOYDELL T.H. **A Guide to the Identification of
Training Needs**

B.A.C.I.E.

London

(UK)

1973

pp.32

The guide discusses the three levels of training needs, present and future training needs, basic manpower planning and the process of identifying training needs. The discussion is illustrated by brief cases. It is explained that it is not a mechanistic process and the training specialist has an important role to play. Records, interviews, questionnaires and direct observation will be useful for collecting information. An appendix lists systematic training in ten steps.

3.2

BELLMAN GEOFFREY **Surveying Four Supervisory Training Needs**

Training and Development Journal

Madison, Wis

(USA)

29(2)

Feb. 1975

pp.25-33

A step by step approach is outlined. This includes establishing the target group, building survey questions, conducting survey interviews, analysing results, involving line management and appraising the approach. The result can be a readily understood management report with a high commitment from all involved. When the training is presented, participants will know it is their training put together to help them perform better.

3.3

DE GUZMAN **Management Training Needs and Goals
RAUL P. et el in ESCAP Region: Toward Collaborative
Efforts.**

**Philippine Journal of Public
Administration**

Manila

Philippines 20(2)

April 1976

pp.162-179

Problems areas in existing training programmes for working out collaborative efforts in the ESCAP region are identified. These include adoption of training that is inconsistent with needs or incongruent with group size apart from inadequate assessment of training needs and specification of training goals. The purpose of need and goal identification is stressed.

3.4

DILAURO THOMAS J. Training Needs Assessment: Current Practices and New Directions

Public Personnel Management Washington D.C.
(USA) 8(6) 1979 pp.350-359

The article provides an overview of the major steps in the training needs assessment process and to identify some of the future trends in the field. It is suggested that the trainer should determine purpose, identify data needed, design data-gathering approach, gather data, analyse and verify data and then establish training priorities. After these phases one can proceed to program implementation and administration. Also needs assessment can lead to a career development system which will include curriculum development and performance appraisal.

3.5

HARAGOPAL G. & MANOHAR K.M. Training for Indoor Staff: an inquiry into the needs and attitudes

Indian Journal of Public Administration Delhi
(India) 20(1) 1974 pp.73-97

The paper presents a study of the training needs, existing facilities and the employee's attitudes towards training programmes of ministerial staff (clerical grades) working at lower levels in district headquarters. The study reveals that these employees have entered the job because of various compulsions and not because of aptitude; their level of role perception was low; they have inadequate skills and minority of them have not undergone any training. Additionally existing training facilities were inadequate. These factor provide a perspective for determining the training needs.

3.6

LAWRIE J.W. & BORINGER CLAYTON W. Training Needs Assessment and Training Program Evaluation

Training and Development Journal Madison, Wis
(USA) 25(11) Nov. 1971 pp.6-9

A training planning process with measurement at both input and output stages is outlined. The trainers role in training needs assessment is emphasised. The seven step process includes administering training needs checklist

process includes administering training needs checklist and a cluster analysis of training needs results. The process finally stresses the place of evaluation in training programs or experiences.

3.7

LESTER RICHARD I. Training Research: Identification of Training Needs

Personnel Journal

Swanthsore,
Penn

(USA)

52(3)

March 1973

pp.180-183

The article is intended to serve as a basic guide for trainers who plan, develop, approve, administer or manage professional development programme. It applies a research design to the identification of training needs, considers a fundamental research technique, and presents a model for determining research needs. It is stated that the objective should provide the means whereby employees can be trained in accordance with their capacity, interests and needs. Identification of training needs must take into account training as measured in cost savings, productivity, work quality, and growth.

3.8

MICHAUD ROBERT E. The Staff Development Function - Assessing Training Needs

Training and Development Journal

Madison, Wis

(USA)

32(8)

August 1978

pp.62-64

The responsibility of a trainer in the staff development area along with identification of training needs is noted. The assessment of professional development needs is suggested in four items of curriculum and instruction. These needs are assessed in terms of importance level and interest. In this approach compiling results of the assessment and prioritizing them becomes easy. Trainers can then start with the designing of the program.

3.9

MITCHELL
ELIZABETH J. &
HYDE ALBERT C.

Training Demand Assessment: Three Case
Studies in Planning Training Programs

Public Personnel Management

Washington D.C.

(USA)

8(6)

1979

pp.360-373

It is argued that as a diagnostic tool, needs assessment will insure that training is relevant to both short-run performance deficiencies and long-run career development needs of employees. It will also help in identifying training priorities. The three case studies indicate that organisations cannot expect to find simple consensus among organisational members as what training needs are. Trainers must not only learn this but how to proceed inspite of it. Training demand assessment can provide useful, highly cost-effective data. Trainers need much more information then they currently possess if they are to plan, manage, allocate, and evaluate training programmes more effectively.

3.10

MUSHKAT M. (Jr)

Establishing Training Needs in the
Public Sector

**Indian Journal of Public
Administration**

New Delhi

(India)

25(2)

Apr-June 1979

pp.350-9

The historical evolution of the concept of training and the varying degrees of its acceptance by the governments, both in the developed and developing countries is analysed. It is stressed that while the training content is no doubt important, the need for training itself requires careful analysis in order that training ought to be given only where necessary. Training needs analysis should be the foundation upon which the entire training effort should be raised.

3.11

SAXENA A.P.

Identification of Training Needs -
A Group Approach

Indian Journal of Public Administration

(India)

XX(1)

March 1974

pp.98-107

A group approach for identifying training needs in an organisation is presented. The technique based on an experience-age matrix includes identifying the group,

analysing group job content, establishing group needs, selection of training programmes and testing programme viability. This will assist in establishing objective priorities for fulfilling training needs over a time period, which can later lead to a training plan. It is also suggested that a well trained group can better serve as a 'critical mass' capable of bringing about change through training intervention.

3.12

SENGUPTA N.K.

**Training Needs of Public Servants
in a Changing Society**

ASCI Journal of Management

Hyderabad

(India)

1(2)

1972

pp.70-7

The authors main contention is that training programmes must attempt to prepare administrative leaders for a future role. In a country like India, the pattern and structure of administration inherited from the colonial times has to change under the pressure of rapid social and economic development. Training needs will thus require a theoretical as well as an attitudinal dimension. Training programmes, in pursuit of these needs must provide these inputs.

3.13

SINGER EDWIN J.
& RAMSDEN JOHN

**The Practical Approach to Skills
Analysis**

McGraw-Hill

London

(UK)

1969

pp.170

The book examines the place of skills analysis as a basis for designing training programmes. It is in four parts. Part one discusses the anatomy of training, the use and evaluation of training, design of training and design of training programmes. Part two stresses on people in training and Part three covers management and training, the role of the training manager and the organisation of training. Part four finally covers the guidelines for management action and future tasks for the trainer in the context of the emerging training function.

3.14

WHEELER FREDERICK Providing the Future Management Needs
in the Commonwealth Service

Public Administration

Sydney

(Australia) XXX(1) 1971

pp.1-9

The author, chairman of the Commonwealth Service Board, discusses the special features of Top Management in the Service, Career Recruitment as a Management Service, individual initiative in management selection, and opportunities for individual self-development. In this background the need, objectives and approaches to formal as well as informal training are outlined. Formal training as described, has constituted part of the Services management development programme for over two decades while informal training is yet to be fully understood.

3.15

UNITED NATIONS

Identification of Needs for the
Development of Senior Administrators, in

**Report of the Inter-regional Seminar on
the Development of Senior Administrators
in the Public Service of Developing
Countries, Geneva, August 1968**

New York

(USA)

1969

The paper attempts to underscore the importance of a valid assessment of development needs, to categorise these in operational terms, to present systematic methods of assessing them, to single out some areas relevant to these needs, and to explore some of the implications for designing programs to meet them. This coverage illustrates the kinds of requirements which need to be identified if executive development programs are to be of real value. It is suggested that programs which fail to reflect the dilemmas and problems which senior administrators really face in their work are a waste of time, so that the designers of these programs have a particular responsibility to isolate the real needs of the participants. The profile that emerges is complex and it includes variables beyond knowledge and techniques, many of which have only recently been recognised as subject to change.

4. TRAINING METHODOLOGY - GENERAL

4.1

INTAN

Action Training - A New Strategy for
Rural Development Training

Intan Bulletin

Kuala Lumpur

(Malaysia) 2(1)

April 1977

pp.1-15

The article describes Intan's new strategy in training for rural development through action training conceived as an integrated approach where the expertise of training, research and consultancy are mobilised together to focus on specific target or administrative district. The concept, objective and strategies and approach are explained. It is stressed that action training as devised in Intan provides for the first time an equal training opportunity for the policy makers and the executives on the one hand and the local leaders and ordinary peasants on the other. Action training provides a real opportunity for these groups to enter into a dialogue in the various workshop sessions within which it is expected that a greater degree of understanding and even tolerance could be achieved.

4.2

ANDERSON
RONALD H.

**Selecting and Developing Media
for Instruction**

Van Nostrand Reinhold/ASTD

Madison, Wis

(USA)

1975

pp.138

The book provides a practical systematic approach to the selection and use of full range of instructional media - from print and models to video and computers with media characteristics and selection criteria; decision-making flow charts and with production check lists. Contents include problems of media selection, selection process, development testing, guidelines for visuals, audio & printed materials, physical objects and computers.

4.3

ARGYRIS CHRIS

**Intervention Theory and Method:
Behavioural Science View**

Addison-Wesley

Reading, Mass

(USA)

1970

pp.385

The important areas covered include the conditions under which interventionists will work, a primary intervention cycle, conditions that lead to ineffective intervention, problems of locating a client system, and some basic

requirements for diagnostic methods. The feedback process is analysed which will assist a trainer in his intervention role, if so adopted.

4.4

BARKER DAVE

What T.A. Can do for you

Personnel Management

London

(UK)

10(5)

May 1976

pp.36-39

The main theory of T.A. is outlined by explaining ego status, transactions, games, scripts and strokes. An attempt has been made to reconcile T.A. with some other approaches. Some limitations are mentioned including the extent to which T.A. is used as a means of manipulating others. Within an organisation T.A. offers a new way of looking at management and leadership style. Many practitioners see the most valuable use of T.A. to be in team building and organisational development. T.A. can also be used in organisations for the training of trainers in group handling skills. At the most personal level T.A. can be used by a trainer as an aid to the learning of individuals in a group learning about behavior from the interactions between its members.

4.5

BAKHURU H.J.

Discussion Leading Material

Staff Training Centre, CLI

Bombay

(India)

1970

pp.55

It is explained that effectiveness of the discussion method depends largely on the effectiveness of the discussion leader. The ability with which he stimulates, guides and controls the discussion will, to a greater extent, determine the results of the discussion. This would, in turn, depend on his preparation to lead the meeting and the skill in conducting it. The skill in discussion leading like all other skills is developed by practice. The material in the volume is concerned with principles and techniques involved in leading discussion meetings. A preparation check list and self evaluation sheet are provided.

4.6

BAUBY C.

Leader's role in Role Playing

Personnel New York
(USA) 48(1) January 1971 pp.57-62

The comparative advantages of role playing as a training technique are outlined. It is emphasised that the leader - individual, conducting the exercise has a crucial role to play. The qualifications of the leader of the role playing team to make the exercise a training success are indicated.

4.7

BELL CHIP R.

Criteria for Selecting Instructional Strategies

Training and Development Journal Madison, Wis
(USA) 31(10) October 1977 pp.3-7

The purpose of the article is to examine criteria useful in deciding which instructional study is optimally appropriate for a given training programme. It is related to job-related learning programs designed to foster learning for immediate use by the learner. Criteria discussed are potentially useful for job-related adult learning as well as learning programs designed to foster learning for future job application by the learner.

4.8

BENSAHEL J.G.

Playing roles to convey your ideas

International Management New York
(USA) 28(6) June 1973 pp.32-4

By adopting certain physical attitudes, tone of voice and patterns of behaviour the context of communications is signalled. Such role-playing is a formalised means by which one can be fairly certain that the message one is sending will impress the other person as one means it to. The basic function of roles is communication. The reason role communication so often breaks down is that it requires a four step approach - who am I trying to be, what do I appear to be, who is he trying to be and what are we vis-a-vis each other?

4.9

BOISE WILLIAM B. The Use of the Syndicate Method for
Administrative Studies of the University
Level

**International Review of Administrative
Sciences**

Brussels

(Belgium) XXXVI (4) 1970

pp.373-375

The syndicate method, developed at the Administrative Staff College, Henley-on-Thames, England is discussed. Its use in two graduate courses is outlined to emphasise its potential as a rich and meaningful experience.

4.10

BOLLENS JOHN C. **A Guide to Participation**
& MARSHALL DALE
ROGERS

Prentice Hall

Englewood
Cliffs, N.J.

(USA)

1973

Over the years, participation (involvement) has been considered as one way of learning. This book is dedicated to 'encouraging participation in real life situations as part of an individual education'. Basically, it is a manual, guide to be used in conjunction with lectures and text books as part of the total process. It is directed both at the instructor and the student. Each must contribute to the participatory process for it to accomplish the intended purpose. Another method of participation - role playing - is more difficult to incorporate into the curriculum because it is more structured and demands more time and concentration from both students and instructor. To illustrate this method, the authors have selected a series of case studies and have added comments on how to make use of this technique for each case.

4.11

BOUCHARD THOMAS
J. (Jr.) Training, Motivation and Personality
As Determinants of the Effectiveness of
Brain Storming Groups and Individuals

Journal of Applied Psychology

Washington D.C.

(USA) 56(4) August 1972

pp.324-331

The paper reports two experiments. The first experiment studied three major variables - practice, motivation, and differential selections - which are known to

influence the performance of individuals over a wide range of psychological tasks. The second experiment contrasted the effect of training and motivation of the relative effectiveness of group and individual brainstorming. The brainstorming instructions were identical to those used by other researchers except that a procedural rule was added. The hypothesis that training, motivation, and appropriate selection on a personality variable would combine in an additive fashion to produce effective performance was not supported.

4.12

BRODIE M.B. &
LIFE E.A. (eds)

**Education for General Management: The
Staff College Approach**

United Nations Institute for Training
Research

New York

(USA)

1974

pp.141

The monograph describes how the Administrative Staff College at Henley was founded in 1946, its development over the years, and how its experience was adopted and adapted in a number of countries. The staff college approach consists in educating experienced adults for general management roles in the private and public sector. The volume is in two parts. Part I discusses the problem of generalists in management, the Staff College philosophy, and the concepts of syndicate learning and gives a general assessment. Part II contains a country by country description of different staff colleges established in Australia, East Africa, Ghana and Pakistan, as well as similar experiences in Denmark, Jamaica, New Zealand and the US.

4.13

BROWN-JOHN C.
LLOYD

**'In-Basket' Exercises: An Administrative
Training Experience**

Journal of Administration Overseas

London

(UK)

XVI(3)

1976

pp.178

The article traces the growth of the exercise since 1966 and explains how the author has adapted it and used it as a technique in his training programmes. In the exercises developed by the author each candidate is handed a folder containing a number of items and instructions - the number of items can be expanded and their complexity-mix increased to suit individual testing situations. The exercise first permits the candidate to experience the need for assessing and assigning priorities. The candidate is faced with three levels of priorities: (a) functional; (b) career; and (c) personal. There is, of course, a relationship between functional and career but

for purposes of evaluating the exercise straightforward distinctions are drawn. An appendix gives the outline of an exercise used by the author.

4.14

CARISON J.G.H. & **Introduction to Gaming - Management**
MISSHAUK M.J. **Decision Simulations**

John Wiley

New York

(USA)

1972

pp.184

This book has been designed primarily to meet the needs of the trainers in several areas, such as (i) Introductory simulation and gaming courses, (ii) Management decision gaming techniques, (iii) Game design and decision processing and (iv) Management laboratories. The first fifty pages of the book are devoted to an introduction to games, the concepts of game design and its theory and application as well as the behavioural aspects of gaming simulations. The rest of the book is devoted to fifteen games in the areas of marketing, production, finance, logistics and general management. There is also a chapter on briefing material for the technique-oriented games.

4.15

CARTER ROBERT N. Modules can prove helpful as a
& CARTER training aid
SYLVANIA M.

Training and Development Journal

Madison, Wis

(USA)

32(2)

February 1978

pp.52-56

The article explains the use of the module as a significant method of instruction. The preparation of modules, the results to be expected and the use of modules is outlined. As the method is tiring, the trainer must be thoroughly prepared and must be alert, organised and knowledgeable. His attitude must be confident and positive. It is suggested that only one module be used in a half-day session.

4.16

CASEY DAVID &
PEARCE DAVID
(eds)

**More than Management Development,
Action Learning at GEC**

Gower Press

London

(UK)

1977

pp.146

The sixteen papers in this volume define the concepts of action learning and outline the programme conducted in a major industrial company. Some of the participants' successful and unsuccessful experiences describe the involvement of two outside organisations. The programme is examined in the background of the expected outcomes outlined by the technique of action learning.

4.17

CROCKET
WILLIAM J.

**Team Building - One Approach to
Organisational Development**

**Journal of Applied Behavioural
Science**

Arlington

(USA)

6(3)

1970

pp.292-306

The analysis of pre interview data to reveal inhibitions in superior - subordinate relationship is discussed. The approach and methods available to trainers and consultants in helping groups to respond to the data are analysed. It is explained that the trainers can adopt the approach after careful understanding of the organisation and its training needs.

4.18

CENTRE FOR
EDUCATIONAL
RESEARCH AND
INNOVATION

Styles of Curriculum Development

O.E.C.D.

Paris

(France)

1972

pp.69

The book, a summary record of Illinois Conference on Curriculum Development (1971), stresses on the concept of 'style' in curriculum development. It was noted that an adequate account of style considers the character and context of particular curriculum developments. The character of a curriculum development includes its structure, for example, who the developers are and how are they organised, and functions, for example, process of deliberations utilised in arriving at curriculum development decisions. Research on curriculum development

is needed and will contribute to our understanding of curriculum and to improved curriculum development practices.

4.19

CENTRE FOR
EDUCATIONAL
RESEARCH AND
INNOVATION

Handbook on Curriculum Development

O.E.C.D.

Paris

(France)

1975

pp.178

The handbook primarily stresses on the state of the art of curriculum development, interpretative case study of selected projects, and administrative and social settings of curriculum development. It is noted that changes in the curriculum are a long-term process, calling for careful preparation. It cannot and should not be a technocratic process. Today our knowledge of the processes involved in the systematic renewal of the curriculum is still very incomplete. The ultimate justification of curriculum development is improved conditions of learning and teaching, yet in all countries studied in the handbook there is evidence of doubts in the profession about the practical results of the curriculum development movement. Yet it is important to note that curriculum theory is synthetic and integrated in character: it seeks to unify, and hold together in a single frame of reference, constructs and experience from different specialisms.

4.20

CENTRE FOR
EDUCATIONAL
RESEARCH AND
INNOVATION

The Nature of the Curriculum for the Eighties and Onwards

O.E.C.D.

Paris

(France)

1972

pp.90

This is a report of a workshop held in West Germany (1970) to explore the factors to be taken into account in constructing an curriculum for the 1980s. The key implications discussed relate to changes in subject fields, new teaching/learning methods and the systematic approach to change and the wider impact on the learning system. The problems of evaluation and dissemination are discussed. Regarding evaluation, the levels of evaluation, instruments of evaluation and assessment, and training of evaluators is considered important for curriculum development.

4.21

COMMONWEALTH
SECRETARIAT

Effective Use of Training Methodologies

Commonwealth Programme for Applied
Studies in Government, Commonwealth
Secretariat

London

(UK)

1980

pp.250

As part of its continuing activities relating to training in public administration, the Commonwealth Secretariat's Division operating in the functional area of public management, organised an Expert Group Meeting in June 1979 in Ottawa. The Group examined the basic data in the background and technical papers and discussed specifically, (a) the context and operation of public administration programmes, and (b) selective studies of training methodologies. The background papers included a survey conducted by the Secretariat in 1979, 'Training Methodologies Practised in Commonwealth Centres', and 'A Comparative Study of Two British Centres of Management Education'. The volume - Report and Recommendations of the Expert Group - contains Report of the meeting, the two background papers and fourteen technical papers. The Group endorsed the proposal that the survey together with the major aspects of the report be made available for information and comment to all Commonwealth institutes providing public administration training programmes.

4.22

DANIEL W.W. &
PUGH HARRIET

Sandwich Courses in Higher Education

PEP Report, XLI, Broadsheet No. 557

London

(UK)

1978

This study, undertaken at the initiative of the Department of Education and Science, examines the usefulness of sandwich courses in higher education, specially business education. According to the authors, the distinctive effects of the sandwich method, in orienting young people to jobs which otherwise they might not have considered, are dramatic. If the sandwich method is to be developed to this end, however, there are major implications for employers. In view of the findings of the authors, it may be questioned whether the sandwich method is necessarily desirable in business education. It is true that, particularly from industry's point of view, the sandwich does have desirable effects. But these are largely dependent on the practical experience gained during placements, rather than the integration of experience and education. Given that the sandwich course

4.25

DAVIES IVOR K. Current Problems of Educational
Technology & Training

European Training

Bradford

(UK)

1(1)

Spring 1972

pp.89-111

Against the background of a different conceptual framework, six major problems are outlined and discussed. These include, the problem organisation development as the framework within which training should take place, the problem of effectiveness, rather than efficiency as the central issue of training programmes, the problem of what is meant by the term 'educational technology', and the assumptions underlying each of these different concepts, the problems concerned with adopting educational technology rather than adapting it, the problems that arise from the personal qualities of innovation themselves and finally the problems that arise when the assumptions underlying a diffusion strategy are ill-founded.

4.26

DE N.R. Training Strategy for Required
Attitudinal Change

National Labour Institute Bulletin

Delhi

(India)

2(1)

1976

pp.13-28

With the help of two Indian cases, it has been pointed out that attitudinal change is possible from a training strategy, provided the training process itself becomes an integral part of the life style. It has been shown that training as a strategy for attitudinal change attracts a number of complicated issues like significance of terminal values and participative design. It is concluded that attitudinal change is not a matter of technology alone but involves a keen perceptive understanding by trainers concerned with evolving and implementing the training strategy.

4.27

DEBENHAM A.I.S. **A Training Officers Guide to
Discussion Leading**

B.A.C.I.E.

London

(UK)

1968

pp.30

The manual is intended to fill in the gap in the literature on the aspects of discussion leading by trainers. The key areas analysed include: the role of the leader in discussion leading, preparing to lead a discussion, leading the discussion, handling the discussion, controlling the discussion and physical arrangements. The use of questions and the pattern of discussion are also covered.

4.28

DYER WILLIAM G. **Team Building: Issues and Alternatives**

Addison-Wesley

Reading, Mass

(USA)

1977

pp.139

A guide for trainers to aid them in working their way through the maze of psychological and pseudo-psychological approaches to team-building, while providing hints as to the employment of teams in problem-solving and long-range planning endeavours. The use of team building as a data-gathering, diagnostic, action process is outlined. Several goal and design options are included, which are so devised as to fit most of the organisational team-building efforts that may be employed to overcome managerial road blocks.

4.29

FRIANT R.J. **Preparing Effective Presentations**

Pilot Books

New York

(USA)

1971

pp.32

It is a short guide for trainers and new entrants to the training field. The emphasis is on visuals and the steps involved in preparing illustrated visuals, and designing of charts. The use of colours in presentations to enhance clarity of content is stressed.

4.30

GEDGE B.J.

Programmed Instruction in the N.S.W.
Public Service

Public Administration

Sydney

(Australia) XXXI(4) 1972

pp.337-346

The basic philosophy of programmed instruction, the uses made of the technique and the problems faced by programmes are outlined. It is explained that programmed instruction can provide most of the basic knowledge for a person to function effectively in a government department. Accuracy as well as reliability is sustained through its student-oriented philosophy. The goals of the organisation and the officer's functioning position within it. From the view point of cost also, programme instruction has to fill the gap in training in the Public Service.

4.31

GERNSTENFELD
ARTHUR &
MAYNARD PAUL

A Study of Management Games as a
Training Method

Training and Development Journal

Madison, Wis

(USA) 25(3) March 1971

pp.12-15

The characteristics of a management game are described and the use of these games as a training device is discussed. A survey of 169 industries responding to a questionnaire is analysed. A majority of the games used in industry are as part of a formal training programme for middle administrative and higher management personnel.

4.32

GOLEMBIEWSKI
ROBERT T. & WHITE
MICHAEL(eds)

Cases in Public Management

-

Chicago

(USA) 1976

pp.236

A detailed introduction by the editor on the use and advantages of the case method is followed by thirty-nine cases of which over one-third in this edition are new. The cases cover a wide range of problems, are very short, use behavioural science techniques and are focussed on the first level of supervision instead of on decision making by executives. The utility of the cases for specific contexts is displayed in a chart form.

4.33

GRAHAM ROBERT G. & **Business Games Handbook**
GRAY CLIFFORD F.

American Management Association New York
(USA) 1969 pp.480

The book provides an organised listing and description of more than 200 business games and their sources; and sufficient data to help select games for a particular purpose. The games are categorised as general purpose games used in management and decision making, and particular purpose games developed for use in decision making in particular occupational areas. The book is divided into three parts - readings introducing the concept of a game, use of general and special purposes games; and use of games in industry. Some of the main criticisms e.g. promoting stereotyped thinking and leading participants into wrong assumptions about business principles are discussed.

4.34

HAYES A.S. **Language Laboratory Facilities**

Oxford University Press London
(UK) 1968 pp.138

Trainers have to use and refer to language laboratories in many training institutions. The volume provides guidelines on the concept and design of a language laboratory. The chapters include: What is a language laboratory, Why a language laboratory, Planning for a language laboratory, laboratory systems including general and specific technical specifications and testing, servicing, and maintaining the language laboratory. There is a select bibliography of Audio-Visual Teaching Material.

4.35

HEIM ALICE **Teaching and Learning in Higher Education**

NFER Publishing London
(UK) 1976 pp.134

The book argues that there is rarely a single best order of presentation and brings out the differences between a course of lectures and writing a book. It emphasises that a lecture has no need to aim at comprehensiveness, as it can be supplemented by reading or expanded in Seminar

discussions. The author feels that the seminar provides stimulating discussion, feedback and the chance to ask questions with the possibility of assessment of trainer by the trainees. She sees a continuing place for the lecture and her ideal would be self-selected audience who listen to a lecture (spoken not read) which then turns into a form of discussion with the lecturer eliciting participation from listeners.

4.36

HEREM MAYNARD A. A Technical Instructor's Method/Media Selection Guide

Training and Development Journal Madison, Wis
(USA) 32(8) August 1978 pp.44-48

The article seeks to answer the question of choice by a method/media Flowgram in three parts. The basis for selection is outlined in terms of clearly defined learning outcomes. Synthesising the theoretical postulates the list includes attitude, intellectual skills, discrimination, manipulative skills and problem solving. This list is used as primary performance identifier in the method/media selection process. The intent of article is to guide the process but the final decision will rest with the trainer.

4.37

HIGGS MALCOLM The Training Package - What's in it for you

Personnel Management London
(UK) 8(1) January 1976 pp.30-32

The fact that packaged training has been around for a long time should not cloud the track record of a technique which has proved valuable in reaching large number of trainees and in reducing training costs. Training packages draw heavily on the development and theory of programmed instruction. However, they also draw on other methodology and the development in the range and usage of audio/visual presentational techniques. When an organisation accepts the concept of training packages it is important to ensure that the full advantages are realised. This entails paying careful attention to the economic viability of each package developed and ensuring adequate subject matter coverage. In a situation of grave economic pressure trainers must be able to meet the challenges of producing increasingly effective training at an economic (if not considerably reduced) cost. The development of training packages does, in the opinion of the author, offer a technique which will enable trainers to make an increased contribution to their organisations.

4.38

HO AH CHUAN

So you are going for a Management Course

Management Development

Management Services Dept./Civil Service Staff Dev. Institute

(Singapore) 15 March 1977 pp.3-4

The article discusses the issues in course objective, course content and Instructional Strategies. The training techniques referred include structured exercises, Case Method, Role playing and the Conference method. Questions are raised about the use of attending a course and putting to use what has been learnt.

4.39

HOUGH ALA

The Project Method of Learning

Industrial Training International London

(UK) 9(7) July 1974 pp.223-226

A project method is conceived as a planned educational exercise linking theory with practice, designed for active participation, by offering a variety of learning experiences through the use of practical laboratory, or investigational methods, usually under guidance. The important aspects emphasised are the functions of planning, active participation and guidance. A process for designing projects, the importance of structure and structuring the learning outcomes is outlined. An approach of listing educational or general objectives in cognitive, affective and psychomotor categories is described.

4.40

INTERNATIONAL LABOUR OFFICE

An Introductory Course in Teaching and Training Methods for Management Developments

I.L.O. Geneva

(Switzerland) 1972 pp.350

The manual on teaching and training methods for management development has been prepared for the use of ILO technical cooperation experts assigned to developing countries. Many of the articles in the manual were first prepared for use in briefing courses for management

4.43

JENKS R.S.

An Action-Research Approach to
Organisational Change

**Journal of Applied Behavioural
Science**

Arlington

(USA)

6(2)

1970

pp.131-150

The paper refers to development, testing and application of a research instrument designed for use in organisational settings as an integral part of organisation change and development. Application of the instrument in an organisational field setting is evaluated, quantitatively and qualitatively. The impact of the results in the organisational setting is examined and further developmental possibilities of the instrument are outlined.

4.44

KOPROWSKI
EUGENE J.

Improving Organisation Effectiveness
Through Action Research Teams

Training and Development Journal

Madison, Wis

(USA)

26(6)

June 1972

pp.36-40

An action research team approach is described in five phases along with theoretical considerations. These are: (i) The original contract, (ii) Joint exploration of needed change, (iii) Feedback, packaging of information, (iv) Developing action programs, and (v) Process evaluation. Rather than treating knowledge, attitudes and skills as separate entities that one learns in a classroom, it focuses on behavioural change in groups of people who form the natural units of human effort in organisation.

4.45

KHOSLA J.N.

Methods and Techniques for Training Senior
Administrators (I), in

**United Nations Report of the Interregional
Seminar on the Development of Senior
Administrators in the Public Service
of Developing Countries, Geneva,
August 1968**

(USA)

1969

New York

The paper which is based on the methods commonly used in the developing countries of East and South Asia, deals with various methods of institutional training and

practice, individual-oriented training methods and techniques, study and training abroad, and training aids. It is explained that the right choice of the methods and techniques for training administrative personnel, particularly for the senior level, is vital to its effectiveness. The choice is determined by the objectives and contents of the proposed training and the type and number of trainees. It is essential to determine the specific training requirements and priorities in the context of organisational goals and to make an analysis for the types of skills and attitudes needed to achieve these goals. This will facilitate determining the methods and techniques for training.

4.46

LIVINGSTONE A.S. Practical Work in Public Administration
Study Programmes

Journal of Administration Overseas London
(UK) XV(1) January 1976 pp.4-14

Much of the article is concerned with the nature of the relationship between administrative theory and its validation (or otherwise) in the development of organisational structures and practices of both public and private institutions. The author however feels that there is sense in appraising directly the contribution of extra classroom practical work arrangements to the study of public administration. In this new method, teaching staff and study fellow of the Department prepared the design of an exploratory programme to test the relationships of their theoretical studies to observed practice. Five major aspects of organisational work were devised for the purpose of the exercise: role and structure of the organisation, organisation of work, finance, personnel, and relations with the public. The author also describes a course of one academic session on Methodology of Public Administration Training. It is however concluded that there has been no systematic evaluation of the extent to which practical work experiences in public administration study programmes provide the values claimed for them.

4.50

McGill MICHAEL E. **Action Research Designs for Training
& HORTON and Development**
MELVIN E.

National Training and Development
Service Washington D.C.
(USA) 1977 pp.91

With the rate of technological advancement today, organisations are under much pressure to respond to their changing environment. The authors have therefore directed this book toward giving administrators a tool to deal with these changing needs - the Action Research Model. Describing the different designs of the model, the authors explain the entire process of action research including how an organisation can set the stage for making the needed changes. A series of case studies are included to demonstrate the model.

4.51

MCLARNEY
WILLIAM J.

Management Training: Cases and Principles

Richard D. Irwin Homewood, Ill.
(USA) 1968 pp.660

The text is divided into five parts: Part I Management Job, previews the field to be covered - the knowledge, skills and attitudes needed for the job, Part II 'Job Management' concentrates on the techniques for improving efficiency and on the technical, human, and organisational factors, Part III, 'Developing the Work Team', is concerned with motivation and human relations, Part IV, 'Maintaining the Work Group' deals with leadership, and morale, and Part V, 'the Management of Professional Personnel points and ways' how one can be better results from professional taken. Normally a chapter is handled in two ways - one for lecture and discussion of principles, techniques and practices, and the other for discussing, analysing and solving cases. The cases are for group discussion.

4.52

ODIORNE GEORGE S. The Hard Technologies of Training

Training and Development Journal Madison, Wis
(USA) 29(10) October 1975 pp.3-7

With the growth of 'Learning Industry', professionalization in training is inevitable leading to emergence of hard technologies. The author lists ten which have been developed in training. These are increasingly sophisticated. A trainer who can use them to change behaviour will be an important contributor to the operation and strategy of the technologies. Training technology has to be innovating to active the present as well as the desired objectives of training.

4.53

OSTROVSKY
ROBERT A.

CCTV and Trainer Upgrading

Training and Development Journal Madison, Wis
(USA) 28(4) December 1974 pp.21-25

This is a brief summary of the major issues involved in the use of CCTV. On the basis of stated criterion, five behaviour patterns are identified; self analysis, stimulus variation, stimulating pre-requisites, insuring retention and closure. The implementation aspects of trainer improvement are outlined in a series of ten steps.

4.54

PAPLOIZOS A. &
STIEFEL R.

Effectiveness of Management Teaching
Methods

Management Decision Bradford
(UK) 9(2) 1971 pp.111-121

The article presents the opinions of a sample of management teachers about the comparative merits and specific effects of various participative management teaching methods. The seven methods discussed are sensitivity training, Harvard type case studies, incident method, abbreviated case business game, field study, and management consulting. The results are analysed and compared with the theoretical model of Hawrylyshyn.

4.55

POWEL R.M. &
STINSON J.F.

Worth of Laboratory Training - Impact
on Leadership and Productivity

Business Horizons

Bloomington

(USA)

14(4)

1971

pp.87-95

The authors have designed and conducted studies to determine if participation in laboratory training for administration as "family groups" has greater impact than "stranger group" training, and if there was impact on leadership style and behaviour. The findings indicate that participation in laboratory training may be dysfunctional to organisation effectiveness and that formal leaders who participated in either group tended to abdicate the leadership role. This suggests that it may be appropriate to use laboratory training to cure social problems, but not necessarily to increase productivity.

4.56

RACKHAM N.

'The Search for New Methods of
Interactive Skills Training'

Industrial & Commercial Training

London

(UK)

3(4)

April 1971

pp.173-182

It is stressed that existing training methods overemphasize a right and wrong way of interacting, concentrate on a goal while neglecting existing behaviour patterns and miss the importance of group composition. An alternate training scheme based on a behaviour analysis system to measure change is described in three stages: (1) a diagnostic stage during which group behaviour is assessed, (2) a formal feed back stage, when the trainer gives the group and individual's feedback on their performance in first stage, and (3) practice and monitoring with feedback if necessary.

4.57

RAMASWAMI S.

Programmed Learning

Training Division, Govt. of India

New Delhi

(India)

1974

pp.50 (mimeo)

The volume outlines the theory and practice of programmed learning and discusses advantages of the technique as an instructional instrument. It is explained that the heavy initial investment in training programmes, allocating staff and providing material resources is a price to be paid for developing programmed instruction. Such

investment has to take note of the long-term pay-off values also. Apart from general all round increase of efficiency at various levels - which itself is a substantial gain - useful economies by way of reduction in training staff, training time, purchase of standard text books, etc. can be expected. However the trainers who are to use the programmes in training situations would have to be suitably briefed and oriented towards the technique. It is up to the trainer to adopt this training method to achieve his objectives. The volume provides a number of illustrations of the application of the technique to administration and training.

4.58

RIGG ROBINSON P. **Audiovisual Aids and Techniques in Managerial and Supervisory Training**

Hamish Hamilton London
(UK) 1971 pp.108

The use of audiovisual aids and techniques to management training is introduced with reference to the present situation facing the trainer. The advantages, disadvantages, and uses are discussed. Presentation techniques are suggested using overhead projection, films and CCTV. Appendixes provide a glossary of audiovisual terms and a session check list for trainers.

4.59

REVANS R.W. **Action Learning in Hospitals**

McGraw Hill London
(UK) 1976 pp.200

It describes how action learning research in several hospitals showed that much wastage of trainee nursing staff could be attributed to failure to provide communication channels for solving work problems with senior staff. The second half of the book describes how Health Service teams set out to use action learning to solve hospital management problems. The book includes summaries of the experience in several hospitals, and it is clear that the technique helped to break down communication barriers and improve service to staff and patients. The author concludes with a round-up of action learning projects throughout the world.

4.60

ROBERTS KEN

Sight and Sound in '77 - the changing
face of audiovisuals

Personnel Management

London

(UK)

9(4)

pp.36-38

It is explained that we are moving rapidly into a period where film, slide tape and video are becoming basic tools for the training specialist. But how to decide upon either a particular medium or the most effective audio-visual 'mix'? The answer lies, to start with, in a process of careful research into the basic objectives and nature of the message, relative to a clear definition of the audience group and their needs. The kinds of factors which have to be considered include: (1) the creative requirements of the programme, (2) how the program is to be shown and in what environment, (3) the time available for preparation and production, (4) the cost parameters relative to programme objectives and audience needs, and (5) the extent of 'secondary' audiences and how they are to be reached.

4.61

ROCHE SEAMUS G.
& WATERSTON JOHN

Coverdale Training: Building Ability

Training and Development Journal

Madison, Wis

(USA)

25(2)

February 1972

pp.44-48

Coverdale Training is essentially a system of self development - of individual managers, effective teams, and flexible and adaptive organisations. The content and method of training are outlined. It is stressed that the method helps learning how to learn, team forming and aids organisation development. Some applications of the training are briefly stated.

4.62

ROMISZOWSKI A.J.

**The Section and Use of Instructional
Media**

Halsted Press

New York

(USA)

1975

pp.350

The trainers face a bewildering array of teaching aids and the book is a practical guide to the use of these devices. Adopting a systems approach to course design and implementation, the book deals with the selection of

instructional methods and media. The stress is on behavioural analysis of the instructional problem - rather than on the advantages of a particular medium.

4.63

SAXENA A.P.

Some Background Factors in the Choice
of Training Methodologies

**The Indian Journal of Public
Administration**

New Delhi

(India) XXXVI(1) Jan-March 1980 pp.94-102

A few factors relevant to a trainer responsible for choosing a methodology are outlined. A set of tasks for a trainer in the choice and application of training methodologies are suggested. The kind of a trainer needed in the future and the approach to training such trainers is discussed.

4.64

SINHA PURNIMA

Transactional Analysis: Theory and Practice

ASCI Journal of Management

Hyderabad

(India) 6(2) March 1977 pp.223-234

This review article surveys the literature on TA, highlighting the developments in both its theory and practice. Six books have been chosen as the basis for this review. Three of them are by Eric Berne, one by Thomas Harris and remaining two by Dorothy Jongeward along with Muriel James. The pioneers of TA believe that this technique can help the individuals to be the 'winner' if the ego-status and transactions follow the proper functioning. The individual knows how to be 'authentic' with others and the environment, if he appropriately uses his understanding of TA. The strength of TA lies in the fact that its whole foundation is based on the simple experiences of work with individuals, groups and organisations.

4.65

SMITH BABINGTON
B. & FARRELL,
B.A. (eds)

**Training in Small Group: A Study of
Five Methods**

Pergamon Press

Elmsford

(USA)

1979

pp.114

Presents accounts by British practitioners of their own work with small training group. Subjects covered include a discussion of training leaders, a study of the small group in an organisational setting and small group work in relation to management development, as well as philosophical, psychological and practical considerations. Trainers have an opportunity to compare the potential of methods relevant for training in small groups.

4.66

TAIB MAHSUN TAIB The Case of a Case Writer - Part I, II

Intan Bulletin

Kuala Lumpur

(Malaysia)

1(3)

December 1976

pp.5-6

2(1)

April 1977

pp.5-9

The articles discuss the proceedings and methodology of the Case Writers Subregional Workshop for Asian Management Trainers held in Kuala Lumpur (August 76). A multi-purpose or, comprehensive case would provide, it is explained, a framework for a conglomeration of problems, with independent analysis, different solutions or plans of action. Like any other tool, the case study method has its strengths and weaknesses and should be evaluated against the training objectives, needs and the trainees learning situation. The characteristics in evaluating a case as listed include learning targets, target group, timing, complexity and variability. The technical aspects of case research are also indicated.

4.67

TAYLOR H.J.B.

**The Administrative Staff Colleges
at Home and Overseas**

Lyon Grant & Green

London

(UK)

1968

The basic concept which led to the establishment of the Staff College at Henley is discussed. The aims, achievements, and problems of Administrative Staff Colleges or similar institutions in Australia, India,

Pakistan, Philippines, New Zealand and East Africa, and institutes using staff college methods in Norway, Denmark, the West Indies and Iran are also studied. The concluding chapter is on the Staff College in a developing country.

4.68

THOMAS VERNON L. Administration Training Methodology

The Administrator

(Journal of the National Academy
of Administration)

Mussorrie

(India) XXIII(2)

pp.403-424

The evolution of institutional training and the training methods are discussed along with evaluation of training at two levels - the programme and individual. It is explained that the issue facing the trainer is how to encompass a range of functional skills into a programme. A trainer has to analyse the structure of these skills and estimate capacities required to handle them. A training methodology is not only a number of training methods at our disposal selected for their instrumental value in training. Methods are educative in themselves and lead to insight, provided the trainer has a discriminating approach.

4.69

TOBIN P.A.

The Syndicate Method of Training

International Institute of
Administrative Sciences

Brussels

(Belgium) 1970

pp.34

The monograph examines the different aspects of the syndicate method in terms of its origin and development, variations in application, mechanics of syndicate training, the operation of a syndicate, and the role of directing staff. Also noted is what to avoid in the training process. The operational aspects of interest to trainers are emphasized.

4.70

WALLE A.

Beyond teaching methods: educational encounters in need of a theory

Journal of Management Studies

Oxford

(UK)

9(3)

1972

pp.274-290

The author argues that a mastery of teaching methods is insufficient as a guide to understand the developmental learning processes they are supposed to produce. Further these processes, when they occur in a management development programme, are not controlled by the trainer alone. This will be particularly time in training groups where the trainees already possess prior experience and confidence. The theoretical postulates behind this argument are surveyed. The author also describes some experiments in support of these views.

4.71

WELLIN MIKE

TA in the workplace

Personnel Management

London

(UK)

10(7)

July 1978

pp.33-40

The article explains in detail how the technique was applied in a medium sized firm, emphasising the reasons it was chosen in preference to other change strategies. While many behavioural development methods are considered threatening, TA poses relatively few problems of this kind. TA can be applied at different levels of intensity, dependent on the client's stage of development. Because of this the frequently mentioned dangers of unstructured training methods are avoided. While TA is not the wonder cure for interpersonal relations, it does nevertheless provide an effective framework for examining behaviour. As such it is a useful tool for increasing our general awareness about relationships.

4.72

WOHLKING WALLACE
& WEINER HANNAH

Structured and Spontaneous Role Playing:
Contrast and Comparison

Training and Development Journal

Madison, Wis

(USA)

25(1)

January 1971

pp.8-14

The article attempts to (1) give an overview of the total role playing process, (2) compare the contrast the methods used in structured and unstructured role playing and (3) offer guidelines about when and how to use certain role playing techniques. Both approaches

represent efforts to make the individual more effective in dealing with some problems or challenge in his life. If trainers can develop a greater synthesis of the two forms of role playing in their training, they will be able to assist the trainers to achieve the ability to cope successfully with the challenge of the human environment.

4.73

WOODCOCK MIKE

Team Development Manual

Gower Press

London

(UK)

1979

pp.221

The manual contains the elements required for a complete team development programme, together with guidance enabling the trainer to construct one to suit his own needs. The material in the manual can be directly used in training, including nine 'lecturettes' explaining the key concepts. Also provided is a diagnostic instrument that allows a trainer to identify a team's specific weaknesses and then to select the most appropriate activities for overcoming them. The manual is divided in three parts. Part I deals with improving teamwork, Part II with teambuilding resources and Part III provides further information.

4.74

WYMAN SHERMAN M. The Role of Behavioural Science in
& EDDY WILLIAM E. Public Administration Programs

Public Administration Review

Washington D.C.

(USA)

33(5)

1973

pp.464-467

The paper seeks to explore how behavioural science is being treated in graduate curricula. Based on the sample which responded to the questionnaire, it seems that offering one or more general, theoretical courses dealing with human behaviour in organisations is widely accepted. A possible long-range application of the emerging position is that behavioural science skills may someday be viewed as academically legitimate as skills in accounting, engineering and journalism.

**5. TRAINING METHODOLOGY – GROUP DYNAMICS TRAINING
AND ORGANISATIONAL CHANGE**

5.1

AHMED ABAD

**Management and Organisation Development -
a Behavioral Science Approach**

Rachna Prakashan

New Delhi

(India)

1973

pp.148

The book addressed to Indian Students of Behavioral Science, provides a text and context of organisation development as an effective technology for bringing about planned change. The author has examined two issues which are most relevant to the Indian Scene, (i) the understanding of managerial role, and (ii) the use of behavioral science in management. According to him, managerial role is distinguished from non-managerial role by its decision-making and leadership dimension. It has also been argued that while the decision-making role has been strengthened during recent years through the advancement of knowledge in quantitative methods, the leadership role has, of late, been facilitated by the growth of applied behavioral science.

5.2

ALPANDER
GUVENT G.

**Planning Management Training Programs
for Organisational Development**

Personnel Journal

Swarthmore, PA

(USA)

53(1)

January 1974

pp.15-19

The author explains that every effort should be made to reinforce managerial or non-managerial training and provide conditions to support development programs since organisational development is a long-range effort to improve problem solving process. An outline of seven program units is indicated and the supporting instructional approaches are explained. The method of instruction for the units will range from extremely leader-centred and structured approach to a participant-centred laboratory approach. There will be a combination of the degree of directiveness required for guidance, with the degree of participation necessary for learning. At various stages during the development program, key executives should be used to supplement the concepts introduced by the conference leader - either an outside consultant or an in-house trainer.

5.3

- ANDREWS J.D.W. International Challenge: a source of growth in laboratory training
- Journal of Applied Behavioral Science** Arlington
(USA) 9(4) 1973 pp.514-533

This study tests the hypothesis that growth in human relations training is furthered by working through challenging personal relationship. A high-challenge relationship is one in which the parties hold expectations that are not fulfilled by the other's behavior, so that interaction is problematic. In this study, interpersonal expectation and behavior styles were measured with Leary's International Check List and greater individual growth was measured by a Critical incidents questionnaire. The groups that made the greatest progress according to trainer ratings contained many high-challenge pairings.

5.4

- ANI E. OKEREKE Human Relations and Management: Nigerian Experience
- Vikalps** Ahmedabad
(India) 4(1) 1979 pp.1-8

The article highlights some of the factors that hinder good human relations in Nigeria's work situation. These include bad examples from top officers, ineffective performance arising from overstaying in top positions, and poor supervision. Better supervision, training, promotion of capable officers and rotation in top appointments are recommended.

5.5

- ARNOFF J. & LITWIN G.H. Achievement motivation training and executive development
- Journal of Applied Behavioral Science** Arlington
(USA) 7(2) 1971 pp.215-29

The paper reports the results of a two year follow up study of the performance of participants of an experimental achievement motivation training programme as compared with the performance of a matched control group who participated in a usual management development programme. It is indicated that the former group had

as measured by a set of job indicators. The authors explain that the potential of achievement motivation training should be explained in management development programmes.

5.6

BERGER M.L.
& P.J.

Group Training Techniques

Halset Press

(Canada)

Toronto

pp.191

The purpose of this book is to introduce the reader to a variety of the major group training approaches - the managerial group, T-group training, in-company management training, team development training, and organisation development. It illustrates how particular organisations have used the approach, describes some recent research concerned with increasing training effectiveness and provides guidelines for the implementation of group training. The text contains articles written by practitioners which describe and illustrate group training approaches. Part One refers to group training approaches, Part Two is about training on-going work groups, Part Three describes the research on the effectiveness of training and Part Four is addressed to the trainer. A course for training of trainers is outlined.

5.7

BURKE W.W.

Organisation Development in transition

Journal of Applied Behavioral Science

(USA) 12(1) 1976

Arlington

pp.24-43

The author analyses and describes the changes that have occurred within organisation development over the past twelve years. These changes primarily include value shifts, expanded technology and theory, modifications in organisation development strategy and a growing legitimization of organisation development as a field. It is argued that the development of organisation development has been adaptive rather than deliberate and planned. The author has suggested some recommendations for the future survival of organisation development.

5.8

CAHOON ALLAN R. O.D. An Alternative approach to organisational change

Canadian Public Administration Toronto
(Canada) 16(4) 1973 pp.685-693

A review article, analytically describes the approaches of Bennis, Backhard, Blake and Mouton, Lawrence and Lorsch, Schein and Walton. OD is defined as an applied organisational theory that uses behavioral science theory and technology and humanistic assumptions of individuals and groups and applies them to organisation design and change. It usually involves action research, intervention, structured activities, and an acceptance of the necessity of planned change. Basically, OD is a long range attempt to improve its internal problem-solving capacity. It is directed toward integrating the needs, goals, and objectives of the organisation with the needs of the individual for participation, growth, and development of the job. The inherent role of training as part of the OD approach is discussed.

5.9

CAPELLE RONALD G. **Changing Human Systems**

International Human Systems Institute Toronto
(Canada) 1979 pp.320

Different levels of intervention in human systems are discussed e.g. intrapersonal, interpersonal, group (family or work team), intergroup, organisation, interorganisation and community. The role of training in group and organisational change is analysed. Appendix provides an annotated bibliography.

5.10

CARTER ROBERT N. OD Strategy for Today's Training

Training and Development Journal Madison, Wis
(USA) 29(4) April 1975 pp.28-30

The impact of new social and economic developments places more and more demands on the trainers. There is need for training which can yield positive, measurable results. The author argues that these kinds of goals are attainable by modern organisational design and development technique involving group team work.

5.11

COOPER CARY L. Adverse and Growthful effects of experimental learning groups: the role of the trainer, participant, and group characteristics

Human Relations

New York

(USA)

30(12)

December 1977

pp.1103-29

The composition of experimental learning groups is explained in the context of training results. It is indicated that the participants constituting the group have interactions which puts demands on the role of the trainer, his comprehension and competence. The trainer, the characteristics of the participant and the group will finally determine the learning aspects of the groups. This can lead to adverse consequences or to growth. The trainer has a significant contribution to make provided he understands the implications as reflected in the experimental study.

5.12

COOPER CARY L. **Development Social Skills in Managers - Advances in Group Training**
(ed)

Association of Teachers in Management

London

(UK)

1975

pp.165

The purpose of the book is not to prescribe to managers the sort of courses from which they would benefit but rather to elucidate the major issues and conclusions regarding the group training. Fourteen contributors relate their experience and assessments in four lectures covering: evolution and development in experiential group methods, what makes an effective group, experiential group designs and applications of experiential group methods. Peter Smith, whose studies into the effectiveness of T-groups are well known, finds that durable outcomes are achieved once learning is internalised. This internalisation is more likely to occur when groups contain diverse and even incompatible members, and where the group leader is liked and trusted.

5.13

COOPER C.L. &
MANGHAM I.L.

T-Groups: A Survey of Research

Wiley-Interscience

London

(UK)

1971

pp.283

The research presented in the book is both basic and applied. The objectives of the book include: (1) to provide the practitioner with a compendium of the empirical literature into the effects and dynamics of T-groups in order that they may be in possession of information necessary in making practical decisions associated with organising and the conduct of T-group training; and (2) to provide the researcher with an up-to-date account of T-group research, which will clarify the present state of research and help decide what should constitute the research focus in the future. The first three chapters evaluate the effectiveness of the T-group, the next three attempt to review the studies concerned with the process or dynamics of the group, concentrating on the trainer behavior, group composition and intra-group dynamics. The final chapter attempts to follow the fate of the group by reviewing the studies concerned with assessing the course of development of the T-group.

5.14

COOPER CARY L.

Taking the terror out of T-groups

Personnel Management

London

(UK)

9(1)

January 1977

pp.22-26

Since experiential learning principles are so different from traditional methods of human relations training, there has been an unparalleled research effort to evaluate and assess the effectiveness of these approaches. One of the sets of studies indicate evidence of participants becoming more 'psychologically distressed or employing more maladaptive mechanisms'. The article surveys the positive effects, adverse factors and benefit factors. The need for trainer development programmes in this category of training is stressed. In addition group leaders in these types of learning experience should have extensive group experience prior to 'solo training' where they receive feedback, try out different behavior styles and learn to cope with variety of phenomenon.

5.15

CHOWDHRY KAMLA & **Understanding Organisation Behavior -**
KAKAR SUDHIR **Cases and Concepts**
(eds)

Tata McGraw-Hill, Publishing Co. Bombay
(India) 1971 pp.670

The volume consists of cases in Organisation Behavior and readings in Behavioral sciences, for use and training of potential and practising managers in India and other developing countries writers. Each section consists of selected readings to provide a conceptual framework for the understanding and analysis of the cases included. Most of these cases are drawn from a variety of organisations and reflect the existing situations in India today. The cases and readings are selected from the point of view of what is considered relevant to the young managers in the Indian context leading to effective handling of human problems in organisation.

5.16

COWLING A. **Definition O.D.**

Industrial Society London
(UK) 56 Jan./Feb. 1979 pp.22-4

The author conceives of O.D. as a program of planned change in an organisation, designed to achieve the support of the individual and groups, to treat the organisation as a whole, and to bring about a more effective human organisation. Two principles are fundamental to O.D.; organisation is treated as a whole and change is never applied to one part without considering its overall effect, and to achieve positive change and effective organisation, attitudes have to be changed. There are a number of techniques used in O.D. which can be classified according to the degree of emphasis given to the process and the organisation but the success of any programme will ultimately depend on a genuine concern for human feelings.

5.17

DAYAL ISHWAR

Organisational Development: An Interim
Balance Sheet

Economic and Political Weekly

Bombay

(India)

VI(35)

August 1971

pp.310-4

The author explains that the achievement of organisational goals depend upon competence in interpersonal relations, team building and understanding the process of intergroup conflict and harmony leading to effective group working at different levels. Thus organisational development requires a clearer concept of differential role demands at different levels of an organisation and not merely an ability to function as members of groups. Strategies of development should consider the total realities of the organisational situations: the role of individuals and groups in organisations, and the individual differences among people. Training has an important intervention role to facilitate the process of development.

5.18

DUTTON R.E.

The Behavior Laboratory

Good-year Publishing

California

(USA)

1975

pp.194

The manual strives for participant involvement on the premise that more must come from the learner rather than the teacher. The instructor is a guidepost, not the server of knowledge. The manual is divided into four Units relating to Individuals, Small groups, Group interactions and Organisational change and risk taking. There are fourteen exercises.

5.19

EDDY WILLIAM B.
et al (eds)

**Behavioral Science and the Manager's
Role**

NTL Institute for Applied Behavioral
Science

Washington D.C.

(USA)

1970

pp.320

As part of its major goal to link theory and practice in the field of behavioral science, NTL Institute have compiled articles to help readers gain insight into this approach. This is with particular reference to that portion of organisational life which involves human behavior, interaction between people and the system, and

the impact of each upon the other. The emphasis is towards application as well as analysis and understanding. The material is organised to represent the major focus of the field. The focus includes leadership as an interpersonal process, the organisational social system and approaches to changing and developing the organisation. The objective is not to encompass the entire management process but rather to explore in some depth those aspects involving human interaction variables.

5.20

FISHER
VINTON D. Jr.

'A Training Strategy for Organisational Improvement:
A Case Study - The Development Administration
Training Program' in Rothwell Kenneth J. (ed)

Administrative Issues in Developing Economies

Heath D.C.

Indianapolis

(USA)

1973

The paper explains the background and program rationale including the program values and educational philosophy. The approach to develop the Institute's staff through planned staff development is noted. It is explained that a management training 'convert' who has seen the benefits of the training, is a prime factor in organisational improvement. Administrators should become more sensitive to personal and organisational training needs through the process of jointly setting an organisation's objectives and/or the means to reach these objectives. Finally, critical standards by which to select training programs are outlined.

5.21

ELLINGTON
JULIUS E.

Assessing Laboratory Training Using
Psychology of Learning Concepts

Training and Development Journal

Madison, Wis

(USA)

25(2)

February 1971

pp.2-7

The paper seeks to deal with several of the substantive criticism cited by psychologists and non-psychologists e.g. anxiety and T-group learning, reinforcement via the trainer and transfer through laboratory training. Also pinpointed are the results in relation to several key concepts of learning theory. It is stressed that several reported management evaluation efforts in this area have been undertaken with inadequate tools.

5.25

GOLEMBIEWSKI
ROBERT T. &
EDDY WILLIAM B.
(eds)

**Organisation Development in Public
Administration**

Marcel Dekker

New York

(USA)

1974

pp.280

The book brings together important papers concerning OD as it is applied specifically to public agencies. It considers a number of issues associated with OD applications, introduces some basic empirical processes and dynamics explaining why OD works, and provides guidelines and perspectives on whether to use OD in public administration. The role of a facilitator - trainer - is highlighted.

5.26

GOLEMBIEWSKI
ROBERT T.

**Renewing Organisation: The Laboratory
Approach to Planned Change**

F.E. Peacock

Ithaca, Ill.

(USA)

1972

pp.593

The book primarily deals with how individuals and organisations can go about making more effective choices, as well as coping better with change. The laboratory technology is new and only beginning to develop. The focus of the book is organisational development and it is dealt with in terms of orienting perspectives and theory, applications for individuals in organisations and probing potential futures.

5.27

HACON RICHARD
(ed)

Personal Organisational Effectiveness

McGraw-Hill

London

(UK)

1972

pp.304

The questions of increasing effectiveness of individuals and organisations through a greater understanding of the practical contribution of the behavioral sciences are discussed. The context of learning and motivation and the tasks of facilitators are outlined.

5.28

HARRISON K. &
COOPER C.L.

Decision and training issues in human
relations groups

Journal of European Training

Bradford

(UK)

4(3)

1975

pp.117-33

The paper examines some of the key learning objectives of group training. The variables to be considered in designing human relations groups are identified along with the training issues that emerge during the development of these groups. An attempt is also made to outline some of the criteria of an effective group learning process. The discussion makes reference to the role of the leader - the trainer - in the group learning situations.

5.29

HERSEY PAUL &
BLANCHARD
KENNETH H.

**Management of Organisational Behavior -
Utilizing Human Resources**

Prentice-Hall

Englewood
Cliffs, N.J.

(USA)

1969

pp.147

The focus of this book is on behavior within organisations and between organisations. The authors believe that an organisation is a unique living organism whose basic component is the individual and the individual is the fundamental unit of study. The concentration thus is on the interaction of people, motivation and leadership. The emphasis is on motivation and behavior, motivating environment, leader behavior and managing for organisational effectiveness. Issues in group dynamics and job demands are discussed as relevant for a trainer. A selected bibliography is provided.

5.30

HESSELING PJOTR

**The Implications of Behavioral Research
for Management Development: A Cross-Cultural
Perspective**

Centre for Management Development

Lagos

(Nigeria)

1975

pp.14

The paper assumes an overview of behavioral sciences and its application to management development in Nigeria. Firstly, two basic hypothesis are formulated on the role of management in a national development plan, viz: a need

for a convergent and a divergent strategy of development. A third hypothesis stresses cultural relativism and situational management methods as a more realistic assumption. Secondly, some suggestions are made for research into critical issues of management behavior that could be studied within a national development plan. The author feels that an important task in this context is the preparation of learning material including collection of new case studies. The next task will be evaluation and control of training. This can fill in the gap between training and praxis through continuous feedback from selected field situations.

5.31

HODGE B.J. et al **Organisational Behavior Cases and Situations**

Intext Educational Publishers		New York
(USA)	1974	pp.338

The case book aims to sharpen decision-making skills by describing a variety of situations in which organisational behavior concepts can be applied to typical problems. The cases are arranged under seven headings followed by suggested discussion questions. These are Organisation culture and social systems, Role and Status, Authority, Power and Structure, Motivation, Leadership, Management of Conflict and change, and Philosophy. There are 75 cases.

5.32

HOOLE A.F.P. **Group Relations Training**

Management Services in Government		London
(UK)	28(1)	1973
		pp.14-17

Group relations training is defined as training in which an important aspect is the study of inter-personal and group relationships and in which experiential learning in group situation is involved, leading to improved effectiveness of individuals in dealing with group situations. The article briefly describes the work done so far and more particularly to present the views of the Civil Service Department Committee of UK regarding this training. The issues identified by this committee are: identification of training needs; group relations training as part of the organisational development, management support, questions of internal and external training, and training staff including trainers.

5.33

HUSE E.F.

Organisation Development and Change

West Publishing

Boston

(USA)

1975

pp.448

The book describes the field of OD and provides the theory underlying it. It also analyses some of the more widely used approaches or techniques, their results and use. The book is divided into three parts. Part I describes the evolving nature and history of OD, Part II examines the concepts of change, planned change and action research, and Part III describes a number of interventions that do not "fit" into the typology of OD interventions. By implication the role of trainer leading the intervention is outlined.

5.34

INKE R.A. Jr.

**Internal Normative structure of
sensitivity training groups**

Journal of Applied Behavioral Science

Arlington

(USA)

8(4)

pp.421-437

The study attempts to study the internal normative structure of sensitivity training groups by identifying the normative patterns that govern member behavior and by examining the relative influence exercised by trainer and member over the establishment and maintenance of group norms. The findings demonstrative that members perceive the trainer to exert more influence than members; that norms supportive of interpersonal encounter are consistently perceived to be of primary importance, while norms supportive of conceptual processes play a lesser role in the groups normative structure. Some evidence is presented in support of an universe relationship between trainer influence and member influence upon group norms. It is concluded that the learning environments in T-groups are not always mutually accommodative; the trainer largely determines the degree of mutual influence possible between trainer and member.

5.35

JOURE SYLVIA A. Examples of overuse of Sensitivity
et al Training

Training and Development Journal Madison, Wis
(USA) 25(12) December 1971 pp.24-26

The report shows that the technique is differentially effective for separate groups of people. The technique is not to be applied without due consideration of the client system and the competence of the change agent. It is for the trainer to decide whether sensitivity training is an appropriate technique in a given training situation.

5.36

KAUFMAN HERBERT **The Limits of Organisational Change**

University of Alabama Press Alabama
(USA) 1972 pp.124

The book is primarily about change and incorporates four lectures delivered at the University of Alabama. The areas covered in the four chapters include: constraints on change, methods of overcoming them, ways in which the constraints reimpose themselves after change and some theoretical implications. The emphasis is an organisational change or change in organisations.

5.37

LIEBOWITZ B. Method for the Analysis of the Thematic
Structure of T-Groups

Journal of Applied Behavioral Science Arlington
(USA) 8(2) 1972 pp.149-173

A method to study group development overtime is presented. Participants in six T-groups rated the importance of 45 themes for six middle sessions of their group. A correlation matrix for each session was derived; these were averaged and the resulting average matrix was factor-analysed. Factor scores for individual and groups (by session) were derived. The group scores served as the basis for interpretive descriptions. The results of this and other studies are compared and criteria for a methodology to investigate group thematic structure are explored.

5.38

LIM A.Y. Organisation Development

Management Development

Management Services Dept./Civil
Service Staff Dev. Institute. Singapore

(Singapore) (8) June 1975 pp.4-8

The summary article reviews the growth of organisation development. The initiation of organisation development effort are outlined including the range of activities for the upgrading of knowledge and skills. Appropriate training exercises included relate to T-groups and Team Building.

5.39

LIZETTE MICHAEL A Brief Account of the Colloquium on the
Development of Human Resources in Africa -
CAFRAD

**International Review of Administrative
Sciences**

Brussels

(Belgium) XXXVIII(2) 1972 pp.217-18

The Colloquium, which included participants from Kenya and Nigeria, attempted an outline of a training programme for senior civil servants covering formal as well as in-service training. The projects identified included a comparative study of training problems in selected African countries and in other developing regions.

5.40

LOMRANZ J. et al A three-valued typology for sensitivity
training and encounter groups

Human Relations

New York

(USA) 26(3) 1973 pp.339-58

The paper describes a 'typology' consisting of three primary variants of training groups - interpersonal group, corrective - clinical group, and personal - expressive group. Later it is shown from an empirical study that the goals, and to a lesser extent, the techniques of groups as currently conducted are to some extent at odds with one another.

5.41

MALHOTRA ASOK K. Sensitivity Training: Values and Validity
& CHATURVEDI ANIL

ASCI Journal of Management Hyderabad
(India) 3(2) March 1974 pp.211-241

This extensive review article surveys the evolution of sensitivity training, its values, objectives and concerns, and the impact on organisations. The article also includes a detailed survey of research. It is explained that while there is a considerable agreement on the basic philosophy of T-groups yet there are wide differences regarding the relative emphasis of its various components. This had led to certain dichotomies like feeling vs thinking, learning vs therapy, process vs content, here-and-now vs there-and-then, experiencing vs skills etc. The specific objectives of any T-group are determined by various factors, most important among which are client needs and the trainer's attitudes. There is research evidence to show that T-groups have a positive impact on individual growth and maturity, even though the research efforts are not linked always with the specific objectives of a training programme. The authors feel in conclusion that comparative studies of differences in emphasis of sensitivity training and their relative impact upon different cultural settings can go a long way in clarifying the role of sensitivity training in personal and organisational development.

5.42

MILLER ERNEST G. The Impact of T-Groups on Managerial Behavior

Public Administration Review Washington
(USA) XXX(3) May-June 1970 pp.296-7

The essential features of T-group training are outlined. The findings of I.L. Mangham and Cary L. Cooper in a research study published in **The Journal of Management Studies** February 1969 are discussed. It has been suggested that the studies of T-groups as tools or organisational change are much less complete than those evaluating individual change, and comparisons are proportionately different. From the findings it is difficult to escape the conclusion that organisational climate is critical to reinforcement of changed behavior, whether the change aspect is in the individual's job behavior, or in broader behavioral style within the organisation.

5.43

MINTURN E.B. &
LANSKY L.M.

Trainerless Laboratory

Journal of Applied Behavioral Sciences Arlington, Va.
(USA) 8(3) 1972 pp.277-284

The author presents a model of a trainerless laboratory wherein the trainer never attends. The advantages and disadvantages of the model and the evidence for its effectiveness are indicated. The important implications for the designing such laboratories in the future are discussed.

5.44

MIRVIS PHILIP H.
& BERG DAVID N.
(eds)

**Failures in Organisation Development
and Change**

John Wiley New York
(USA) 1979 pp.346

It is argued that it is essential that failures in organisational development be shared, if we are ever to develop theories and lower our failure rate. The cases and essays on failing deal with a wide range of organisational details: entry, cultural hostility, intergroup conflict, authority relationships, intervention and the bureaucratisation of change.

5.45

NYLEN DONALD
et al (eds)

**Handbook of Staff Development and Human Relations
Training: Material Developed for Use in Africa**

Jointly published by NTL with NEA,
European Institute for Trans-National
Studies in Group and O.D. Copenhagen
(Denmark) 1969 pp.309

The material in this handbook has been developed or adapted from other sources, to serve a great variety of situations. Some of the training activities described are simple and may be used by trainers of limited experience, while others call for a considerable amount of trainer sophistication. It is stressed that a trainer is most effective when he uses ideas and materials with which he is so familiar that they have become a part of himself and his way of working. For this reason it is urged that trainers use this handbook primarily as a resource and rework the materials into a form with which they feel

comfortable and which they think is most likely to meet the needs of those whom they seek to help. One chapter is devoted to training in English speaking countries of Africa, South of the Sahara. The lecture materials, exercises, intergroup activities and skill practice notes are followed by a detailed discussion of the trainer and his work.

5.46

PARKINS C.R.

Human Relations Trainings and Civil Servants

Prashasnika

Jaipur

(India)

1(2)

1972

pp.25-41

A civil servant is not immune to the individual feelings, sentiments, values, beliefs and convictions that are a part of the psychological equipment basic to a social existence. Yet where these interfere with the demands of public office, remedies must be considered. The task of development which implies change, innovation and experimentation is made difficult in civil service which relies on rules, procedures and precedents. The human relations approach in training therefore will have to be both diagnostic as well as remedial. Human relations training is not only to help persons adjust to the organisational climate but also to change it in the right direction.

5.47

PARRIS JOHN

Diagnosing Your Organisations Problems

Management Services

Enfield, Middx

(UK)

23(9)

September 1979

pp.16-20

The limitations of work study and O & M approaches are discussed and the contributions from behavioral research are suggested for organisational analysis. The concept of organisation as a technical system and as such a social system is noted along with contingency theory and the role of environment.

5.48

PUGH D.S. & **Organisational Behavior in its Context,**
PAYNE R.L. (eds) **The Aston Programme III**

Saxon House/Teakfield

Farnborough,
Hants

(UK)

1977

pp.188

The volume examines the relationships between organisational context and structure, on the one hand, and aspects of group and role structure and individual attitudes and behavior on the other. It contains four role studies, two studies of the functioning of the group within the organisational structure, and three 'climate' studies applied to business organisations. Concluding remarks review the results obtained by research including the role of training.

5.49

REEVES E.T. **The Dynamics of Group Behavior**

American Management Association

New York

(USA)

1971

pp.399

The author stresses that man's ability to change for the better by understanding how people interact, can be exploited by trainer. The coverage includes, Individual motivation, Group motivation, Kinds of group and their properties, Effects of the group on the individual and vice-versa, Leadership, Role conflict, Group effectiveness and group dynamics.

5.50

ROME LLOYD A. & **Organisational Innovation: Current**
BOISE WILLIAM B. **Research and Evolving Concepts**

Public Administration Review

Washington D.C.

(USA)

34(3)

pp.284-293

The continuing lack of conceptual clarity in organisational innovation is discussed. It is stressed that there is a need for additional research on the most appropriate organisational climate for innovation and for creative thought and experimentation relating to specific strategies for innovation. Some core concepts are identified and discussed. These are, how can organisational innovation be defined; what is the nature of the process of innovation in formal organisations; conditions, both internal and external, under which the process of

innovation in formal organisations; conditions, both internal and external, under which the process of organisational innovation is most likely to be successful; categories of organisational innovation; and the types of strategies available to promote organisational innovation.

5.51

SALINAS A. Training as a Factor of the Organisational Development Process

Internal Review of Administrative Sciences

Brussels

(Belgium) XII(3) v-vi (Summaries)1975

Three cases illustrate the theoretical considerations inherent in the links between training and an organisations' aims and stages of development. It is stressed that training by itself, will, hardly ever bring about the required changes and is very time consuming. When extended throughout the public service, it acts chiefly as a medium for better internal coordination and closer relations with the external environment.

5.52

SAUNDERS BOB Interpersonal Skills - the Key to a New Role

Management Services

London

(UK) 23(12) December 1979 pp.12-19

The article describes training which can help to develop Interpersonal skills. Categorising verbal behaviour by using Behavior Analyses is outlined along with concepts of Transactional Analysis.

5.53

SANDLER G.B. Improving participant observation: the T-Group as an answer

Journal of Applied Behavioral Science

Arlington

(USA) 9(1) pp.51-61

T-groups are criticised for their lack of applicability and effectiveness outside the laboratory. Parallels between the two suggest that the latter can provide skills that increase the validity of the former, and that the former can increase the usefulness of the latter. The paper focusses on the relatively neglected dimensions of the researcher's (trainers) experience of himself and the

subjects (trainees) experience of the researcher (trainer). Because the relationship is a social relationship, it is crucial to take these two factors into account and T-groups can provide a program for doing so.

5.54

SAXENA A.P.

O.D. Training in Government

Management in Government

Delhi

(India)

5(3)

1973

pp.209-17

It is argued that O.D. training, conceived as a technique of planned intervention, can be useful in increasing the sense of ownership of organisation objectives throughout the work force and help in managing according to relevant objectives rather than according to 'past practices'. Steps necessary for this approach are discussed. These include, problem identification, establishing priorities, developing and sharing information, joint planning and periodic evaluation for revision and appraisal.

5.55

SCANLAN BURT K.

Sensitivity training - Clarifications,
Issues, Insights

Personnel Journal

Swarthmore, Pa.

(USA)

50(7)

July 1971

pp.546-552

The author provides insight into some of the critical issues surrounding sensitivity training including its relationship to increasing organisational effectiveness. In the background of its specific goals, a distinction is made between sensitivity training and group therapy. The requirements to make sensitivity training work are outlined but it is made clear that this training is not a panacea to remedy all problems. The stress on interpersonal competence in sensitivity training is explained.

5.56

SINHA DHARNI P.
& GUPTA SHYAMAL

Stranger labs and family labs - a
comparison of their learning outcomes

ASCI Journal of Management

Hyderabad

(India)

4(2)

March 1975

pp.113-134

The various tests in the study pointed to the overall conclusion that stranger lab participants in general were perceived to have changed to a greater extent than family

lab participants after sensitivity training. More specifically, changes in sensitivity to other's feelings, acceptance of other's and insight into self and role were reported significantly greater in stranger lab participants. There was also some support to an assumption that T-groups do facilitate behavioral and attitudinal change. It is suggested that follow up group efforts after sensitivity training in gradually increasing intervals of time is more conducive to learning than T-groups with no follow up work. Also voluntary participation in T-group is more conducive to learning than participation suggested by others, even though the impact of T-group learning withers with the passage of time unless reinforcements is provided through organised efforts.

5.57

SPOOL MARK D. Training Programmes for Observers
of Behavior: A Review

Personnel Psychology

Durham, Nc.

(USA)

3(4)

Winter 1978

pp.853-88

This review covers the past twenty-five years of research literature on training observers of behavior, particularly in the areas of interviewing, reducing rater bias, interpersonal perception and observation as a research tool. The application of the techniques to evaluation is also indicated. In a formal training situation the observer can be a trainer. The main focus in the review is on training procedure.

5.58

SRIVASTAVA B.N. T-Group Effectiveness

Indian Journal of Industrial Relations

New Delhi

(India)

14(1)

1978

pp.61-71

The salient aspects to be kept in view while evaluating the effectiveness of T-groups in the Indian situation are analysed. These include various factors of Indian organisations, viz. structure of private and public sector organisations, authoritarian leadership and paternalistic assertion. The characteristic aspects of the Indian personality viz. family structure, childhood experiences in the early socialization process, and some defence mechanisms are discussed.

5.59

VARADAN M.S.S. & Organisation Development - Systems
KUTTY T.M. Approach to In-Company Training

ASCI Journal of Management

Hyderabad

(India) 1(2) 1972

pp.61-9

A systems model for organisation development, with management development as a sub-system, comprising management training, personnel inventory and manpower planning is outlined. In addition the authors outline a three-tier training matrix linking the dimensions of training to respective organisation levels - corporate, control and operating level. The methods available for management training are discussed. Finally an in-house training programme to fit into the total framework of O.D. in the organisation is described.

5.60

VARADAN M.S. & Training for Organisational Effectiveness -
KUTTY T.M. the O.D. Approach

I.S.T.D. Review

Delhi

(India) 2(3-4) 1972

pp.11-17

In order to achieve organisational effectiveness, the individuals who form part of the organisation have to be trained to be effective. The O.D. approach diagnoses what is contributing to ineffectiveness in the process of interaction between individuals as a first step towards removal of these, and then helps to direct additional needed inputs in terms of systems and techniques. In all these stages, the trainer has an important role.

5.61

ZAWACKI ROBERT A. **Organisational Development: Managing Change**
& WARRICK D.D. **in the Public Sector**
(eds)

IPMA Publications

Chicago

(USA) 1977

pp.320

It is a book of readings for organisation members who need to know how to apply the ideas of O.D. to their own organisation. It is argued that organisational change is necessary to make maximum use of available resources for attaining the broader goals of productivity and public accountability. The approach is outlined in distinct steps which will assist both academics and practitioners.

6. EVALUATION OF TRAINING

6.1

ANAND K.K.

Evaluation of Training

Indian Management

Delhi

(India) 11(6)

pp.11-19

Cost benefit analysis of training is important from two points of view: firstly, training as a specialist function cannot grow unless its activities are subjected to a cost-benefit analysis; secondly, cost-benefit analysis will provide necessary feed-back about the utilization of resources allocated to the training function. An initial step in cost-benefit analysis of training is the identification of costs which are amenable to quantification in monetary terms. An analytical approach developed in an Indian company is described.

6.2

BARE C.E. &
MITCHELL R.R.

Experimental Evaluation of Sensitivity
Training

**Journal of Applied Behavioural
Science**

Arlington

(USA) 8(3)

pp.263-76

The results of laboratory experiment undertaken to (a) determine whether significant behavioural changes occur as a result of sensitivity training, and (b) compare the effectiveness of three sensitivity training groups, showed that experimental subjects reflected more rapid behavioural change than did control group subjects at the conclusion of training and after a three months' follow-up period. The data also indicated that the combination pattern of time was more effective than the spaced pattern but no inter-pattern differences were significant at the three months' follow-up.

6.3

BELASCO JAMES A.
& TRICE
HARRISON M.

**The Assessment of Change in Training
and Therapy**

McGraw Hill

New York

(USA)

1969

pp.166

The book is primarily directed to strategic problems of evaluation and training evaluation for explaining change. Evaluation is assumed to be a means of understanding the change process, and only incidentally as a means of

measuring its results. The advantages of evaluation are indicated; pinpointing needs, diagnostic tool for organisational analyses, comparative effectiveness of different change techniques or different trainers, recording the results of change efforts and to suggest methods to improve the effectiveness of change efforts. The attitudinal and organisational obstructions to evaluation are also identified.

6.4

BLUMENFELD
WARREN S. &
HOLLAND MAX G.

A Model for the Empirical Evaluation
of Training Effectiveness

Personnel Journal

Swarthmore, Pa.

(USA)

50(8)

August 1971

pp.637-640

The article is concerned with the quality of accountability evidence, specifically with (1) the demonstration of the effectiveness of training, and (2) the quality of the evidence to demonstrate that effectiveness. Training is concerned as learning and criterion of measurement as part of experimental design are outlined. It is explained that a design without pretest and post test does not generate evidence of behavior change, and a design without a control group does not generate evidence of the extent to which any measured, behavior change might have been caused by the treatment (training). A design lacking in either of these two characteristics is not quality evidence.

6.5

BORUS M.E. (ed)

**The Impact of Manpower Programs:
An Evaluation**

Lexington Books

Lexington,
Mass

(USA)

1971

pp.280

The volume covers the entire spectrum of evaluation. Some authors give basic factual data needed in evaluation process. Others offer techniques to improve present practices. Finally, several authors give theoretical and practical guidelines for development of future evaluation methodology. The chapters include designing an evaluation system, choice of appropriate control groups, designing survey instruments, measuring non-economic impacts and sources of data.

6.6

BUNKER KERRY A.& COHEN STEPHEN L. Evaluating Organisational Training Efforts

Training and Development Journal Madison, Wis
(USA) 32(8) August 1978

The article seeks to offer some possible explanations for the existing inadequacies in most training evaluations. In view of the implications it is not surprising that training personnel are hesitant to undertake evaluation efforts that might appear to invalidate one's own developmental activities. Further, the evaluation process itself can sometimes jeopardize the internal validity of the training through pretest effects. Accordingly, the implications for organisational training evaluation are stated for the trainer.

6.7

BURGOYNE J.G. Judgment Process in Management Students' Evaluation of Their Learning Experiences

Human Relations New York
(USA) 28(6) 1975 pp.543-69

Several management development evaluation studies rely on the compilation, after the programme, of evaluation opinions from the participants. This research investigates the process of judgment underlying the formation of evaluative opinions by programme participants. The methodology of 'practical analysis', used so far mainly in laboratory studies is employed. The results show that a certain amount of validity can be attached to opinion-based follow-up studies, and that there is the possibility of designing such studies to improve the validity of the conclusions.

6.8

CHAPMAN R.S. Selecting the Most Appropriate Evaluation Design for Management and Development Courses

European Training Bradford
(UK) 1(3) pp.253-261

There are three basic evaluation designs used in current evaluation research differentiated by the degree of thoroughness involved. But before the design can be chosen it must be clear whether the objectives of the management development are individual objectives, organisational objectives or environmental objectives.

There are controversies about the problem of evaluation and measurement of impact. The purpose of the evaluation project is also not always clear, as it may be summative or formative. The appropriate design is one that can meet the required objectives at a minimum cost.

6.9

CHRISTOPHER K.J. Evaluation of Training - A Few Considerations and An Experience

I.S.T.D. Review

New Delhi

(India)

2(3-4)

1972

pp.91-101

It is argued, on the basis of experience, that it is possible to evaluate changed behavior of participants in their work situations both in quantitative and qualitative terms. A summary of such an evaluation carved out at a Central Training Institute in Hyderabad is reported. This evaluation was from the participants, from their superiors, peers and subordinates. The author feels that given proper attention, evaluation studies can be designed by trainers.

6.10

CLAYCOMBL W.W. An Evaluation of Supervisory Skills to
et al Determine Training Needs

Personnel Journal

Santa Monica

(USA)

55(3)

March 1976

pp.116-120

The exercise was based on an initial evaluation of supervisory skills through four forms: supervisory evaluation form, the self-evaluation form, the supervisory interview form and the time percentage form. These forms were accompanied by detailed instructions. The scoring procedure of Blanz and Ghisalli was employed. The subordinate-supervisor ratings were later plotted. In the study under reference, training needs were clearly indicated in personal communication with emphasis on motivation. There was a general weakness in recognition of accomplishment. A profile of training needs was thus evolved.

6.11

COUCH PETER D. A Critical Incident Evaluation of
& STROTHER Supervisory Training
GEORGE B.

Training and Development Journal Madison, Wis
(USA) 25(9) September 1971 pp.6-11

The study suggests that classroom supervisory training has a broad positive impact in that it enables the individual to learn more from on-the-job experience than he would have without training. As an indirect evaluation of training, it focusses on the question of whether or not training makes people 'better learners about supervising'. The affirmative answer to this question has implications for the design and comprehensive supervisory development programs using both classroom and on-the-job experiences.

6.12

COWELL DONALD W. Evaluating the Effectiveness of Management
Courses

European Training Bradford
(UK) I(1) Spring 1972 pp.55-67

The paper presents the conventional framework adopted by evaluation of management education programmes and examines by reference to recent research some specific problems which can arise in applying such a framework in practice. The need for the evaluation of management education to assess its benefits for both individuals and organisations is stressed. It is concluded that the evaluation of management education should lead also to an improvement in the quality of evaluative tools and procedures available and to the more effective design of courses based upon a better understanding of the content and instructional methods suitable for management education.

6.13

DENOVA CHARLES C. **Test Construction for Training Evaluation**

Van Nostrand Reinhold New York
(USA) 1979 pp.118

The refinement of testing procedures in recent years has led to widespread use of testing devices in different categories of training programme. The book emphasises practical applications rather than abstract management

theory and offers essential procedures for selecting test terms, constructing different types of tests, using the tests to maximum advantage, administering the tests, and evaluating test results. The analysis is outlined from the viewpoint of the training staff and the trainer with guidelines for relevant implementation. It is explained how a test is a valuable tool when utilised in personnel training and development. Methods are discussed for designing essay, oral, true-false, multiple choice, matching, fill-in, and other types of tests.

6.14

DRESSEL PAUL L. **Handbook of Academic Evaluation**

Jossey-Bass Publishers London
(UK) 1976 pp.518

The author presents a complete analysis of all phases of evaluation - from formulating objectives, determining costs, and collecting data to measuring programme and institutional success, identifying undesirable effects and recommending change. He shows how shifts in resource allocation, revised institutional priorities, and improved teaching and learning can result from evaluation; how evaluation can pinpoint future needs and appraise potentials. Part III relating to evaluation of programmes and personnel provides insight regarding curriculum and faculty.

6.15

DOYLE KENNETH O. **Student Evaluation of Institution**
Jr.

Heath London
(UK) 1975 pp.143

An approach based on ratings in instructional evaluation at the University level is outlined and discussed. A range of theoretical and practical aspects in the approach are identified and examined in the context of effective, objective evaluation. A selection of representative student evaluation forms are appended.

6.16

DUBOIS PHILIP H. **Research Strategies for Evaluating Training**
MAYO G. &
DOUGLAS G. (eds)

American Ednl. Research Association Washington D.C.
(USA) 1971 pp.152

Present papers presented at several conferences to develop and test strategies for evaluating training. Part I covers basic issues in training research - learning ability, laboratory studies of learning, Part II on the measurement of learning, the criterion problem, the unreliability of the measuring instrument, and Part III on method and results, correlational analysis and analysis of covariance in training research, programmed instruction and the relationship between learning and intelligence.

6.17

ELIASON A.L. Study of the Effects of Quantitative Training

Academy of Management Journal Mississippi, Ms
(USA) 15(2) 1972 pp.147-158

The study reports the results of a quantitative training exercise in which two groups of subjects, one with advanced quantitative training, the other with little or no quantitative training, were exposed to an interactive decision simulation gaming model to test, experimentally, possible effects of quantitative training. The findings show that the quantitative group achieved a higher level of game performance but were unable to justify why gaming decisions were necessary.

6.18

FAST DOROTHY A New Approach to Quantifying Training Program Effectiveness

Training and Development Journal Madison, Wis
(USA) 28(9) September 1974 pp.8-14

Evaluation of a training program is most effective if it can be made in terms of objectives or goals selected by the participant. A form is designed to enable participants select their personal objectives before the program begins and to measure, after the program is over, the extent to which these objectives were achieved. The factors analysed are Degree of Importance and Degree of Fulfilment leading to Index of Objective Fulfilment.

6.19

GHIRNIKAR L.N. Evaluating Executive Development

I.S.T.D. Review

Delhi

(India) 2(1) 1972 pp.14-17

The author attempts to establish some key reasons for the failure of some executive development programmes. These include: unsuitable organisational climate, insufficient management commitment, executive trainee selection without proper scientific basis, lack of need-based training programmes. Individually as well as cumulatively, these reasons block the learning outcome of training programmes.

6.20

GOLDSTEIN IRWIN L. The Pursuit of Internal and External Validity in the Evaluation of Training Programs

Public Personnel Management

Washington D.C.

(USA) 8(6) 1979 pp.416-428

The article explores internal validity (did the training make a difference in the particular situation?) and external validity (can the results of intervention be generalized to other situations?) Training validity is explained as the establishment of treatment effects as a result of the instructional program. The authors visualise a hierarchy of training, performance, intra-organisational and inter-organisational validity. It is stressed that it is necessary to realise that the establishment of training validity still requires careful need assessment and evaluation procedures.

6.21

GOLDSTEIN IRWIN L. **Training: Program Development and Evaluation**

Wadsworth Publishing

Belmont,
Calif.

(USA) 1974 pp.231

The book is addressed to those concerned with the systematic development and evaluation of training programs in a variety of organisational settings. It is in three parts, assessment and evaluation, the learning environment and instructional approaches. Part One emphasises that once instructional needs are assessed and objectives determined, evaluation provides information useful in modifying the training program. Part Two

presents the theoretical and empirical bases of learning, which provides the foundation for the design of instructional environments. Part Three explains a variety of instructional techniques. The author provides a general description and discussion of the evaluation data, with particular emphasis on the questions that must be answered, and summaries of the advantages and disadvantages of each approach.

6.22

GORDON MICHAEL E. Three Ways to Effectively Evaluate Personnel Programs

Personnel Journal

Swarthmore, Pa.

(USA)

51(7)

July 1972

pp.498-504

It is argued that failure to validate personnel programs can be expensive, although the actual costs are difficult to estimate. The failure to assess the effectiveness of personnel procedures frequently is traceable to misguided notions concerning the necessity of validation. The evaluation of personnel programs cannot be managed on the basis of intuition and good intention. There will be need for greater sophistication to properly direct the process of program evaluation. The use of behavioral objectives will assist in overcoming the criterion problem in program evaluation.

6.23

GOSLIN R.C. Methodological Approaches in Public Administration Training

International Review of Administrative Sciences

Brussels

(Belgium)

XLI(1)

1975

pp.1-15

It is argued that the selection of training methods and the application of learning technology will depend upon design and content of materials. Also the results of learning will become more easily determined if methods and measures are chosen when the component objectives are established within the overall programme. If training is to be effective and efficient, trainers must contribute to the training process through planned team work and even acquire expertise in more areas than those for which they were initially qualified. The utilisation of training objectives likely to be achieved during or by the end of the programme by a formal training methodology is also discussed. Appendices provide assessment analysis in handling training sessions and a check list of task behaviour.

6.24

GOSLIN R.C. Defining Contexts and Procedures for
Effective Evaluation of Course Programmes

**International Review of Administrative
Sciences**

Brussels

(Belgium) XLII(1) 1976 pp.56-67

The article attempts to focus upon two aspects - adequate approaches and the selection of practical procedures and techniques for evaluation. The essential elements in evaluation studies, construction of evaluation measures and the evaluation roles are outlined. The need for collection and organisation of reliable data is discussed. It is also pointed out that interpretation and judgment of data is basic to appreciating the achievement of evaluation objectives.

6.25

GUYOT JAMES F. How Do We Know which Training is Good
Medicine for Managers?

Public Administration Review

(USA) 37(6) Nov./Dec. 1977 pp.698-705

It is explained that training, especially that undertaken at the managerial level is often thought to be a rewarding investment in the future, but we have so far little evidence of its pay-off we believe that through training, the organisation leadership hopes to shape the organisational climate. The author reports the studies of two training programs indicating the methodological difficulties in making an evaluation of such training. The possible approaches for research to improve the quality of training are outlined. In this context, the aspects of control group and training effect are discussed.

6.26

HAND H.H. Mystery of Executive Education -
Effectiveness Requires Evaluation

Business Horizons

Bloomington

(USA) 14(3) 1971 pp.35-8

The problems in the evaluation of management development programmes are identified. These include: defining parameters, verbalising the basic assumptions, and evaluating the results. For useful evaluation, objective criteria should replace subjective criteria and multiple

rating may supplement self-evaluation. The programme should provide an opportunity to define objectives with respect to change; the systematic evaluation of the value of executive development expenditures as well as a basis for revising future programmes.

6.27

HAND H.H. et al Organizational Climate and the Effectiveness of a Human Relations Training Program

Academy of Management Journal Mississippi
(USA) 16(2) 1973 pp.185-95

The results of a research program to evaluate the changes in knowledge, attitudes and behaviour of participants in a middle management human relations training program are described. The evaluation was in three stages: one prior to training, one ninety days after training, and one eighteen months after the completion of training. In the second stage evaluation, little change was observed in attitudes and behaviour but in the third stage significant positive changes in attitudes were noticed. Negative changes were observed in the control group. The trainees perception of the organisational climate moderated these findings.

6.28

HESSELING P. **Strategy of Evaluation Research**

Van Gorcum & Co. Assen
(Netherlands) 1966 pp.359

Concepts, methods, and a strategy to help trainers to carry out evaluation studies are described. Evaluation is explained as the means of planning, controlling and assessing the process of change in a systematic manner with focus on supervisory and management training. The book is in three parts. The first part explains the principles of perception, learning and evaluation. The second part shows how these principles have been applied including in detail the methods used. Part three is concerned with the strategy of evaluation training including an examination of the training officer as evaluator. The appendices include extensive references.

6.29

HONEY P. &
MORRIS M.

Practical Experiences in Evaluating
Management Training

Personnel Management

London

(UK)

5(1)

1973

pp.29-33

The author describes evaluation of management training and considers it in three parts or stages - pre-training stage. An evaluation design has been developed and implemented by the author in ICL. The results as reported indicate its practical applicability. The task of a trainer in practising the design is mentioned.

6.30

HOLDER JACK J.

Evaluation of an In-Company Management
Training Program

Training and Development Journal

Madison, Wis

(USA)

26(4)

April 1972

pp.24-27

This is a research report on changes in behaviour of participants and their organisation. It is indicated that the extent of benefits from the in-company training programs will depend on several factors e.g. the true effectiveness of the trainer and his ability to impart knowledge in a classroom situation; ability of participants to grasp the material and synthesize the theory with their knowledge of practical application to get active results and the superior-subordinate relationship the supervisor actually has in his work situation as this will greatly determine the extent to which he will be encouraged to apply the new learning to his job.

6.31

JONES J.A.G.

Towards a Classification of Benefits
of Training

European Training

Bradford

(UK)

1(3)

1972

pp.212-21

A survey of the cost-benefit analysis of training revealed three broad categories of benefits: direct changes, indirect changes and long-term changes. These are identified and discussed. Some of these categories include: changes in the performance of others affected by the work of the trainees, changes in the levels of ability and changes in the degree of flexibility or adaptability. The discussion emphasises the context of operative training.

6.32

KAYLOFF ALVIN G. A Method for Evaluating the Effectiveness
of Technical Training

Training and Development Journal Madison, Wis
(USA) 25(6) June 1971 pp.24-30

A matrix approach for classifying tasks by importance and training levels is explained. It is stated that task proficiency measurement for a technical training is relatively simple to collect. Training level is an objective for courses and task importance estimates can be readily obtained for any job by conducting a job survey. The matrix approach thus is useful for evaluation of existing training courses or establishment of training levels for new courses.

6.33

KIRKPATRICK DONALD L. Evaluating Training Programs:
Evidence vs. Proof

Training and Development Journal Madison, Wis
(USA) 31(11) November 1977 pp.9-12

The four stages of evaluation process - reaction, learning, behaviour and results - are analysed in terms of evidence vs. proof. The author suggests that trainers should work hard to gather proof of effectiveness of programs and be cautious in sharing only evidence which is much easier to obtain than proof. On the other hand, if proof is either impossible or at least impractical, trainers should be satisfied with evidence.

6.34

KIRKPATRICK DONALD L. Evaluating In-House Training Programs

Training and Development Journal Madison, Wis
(USA) 32(8) September 1978 pp.6-9

The article concentrates on evaluating a supervisory training program and provides guidelines for evaluating learning. The problem of measuring changes in on-the-job behaviour is a challenge to the trainer as it involves outside classroom effort. The most difficult stage of evaluation is to determine what final results were accomplished because of the training program. By using tangible data a trainer can measure the conditions before the program and compare with the conditions after the program.

6.35

KIRKPATRICK D.L. **Evaluation of Training Programmes**

American Society for Training and
Development

Wisconsin, Ma.

(USA)

1975

pp.313

This book is a compilation of articles and research reports on evaluation of training programmes written on the basis of evaluation attempts of programmes conducted by universities, management institutes and companies located in different countries such as US, UK and India. The author contends that though evaluation results cannot be borrowed from other organisations, evaluation methods and procedures can be borrowed and used. Accordingly, the articles included in the book are expected to help the readers and trainers to read, comprehend and then refine these techniques to suit one's individual needs. The book is broadly in five parts: Techniques for evaluating training programmes, Reaction, Learning and Behavior. Parts II to V present a collection of articles pertaining to the relevant steps in evaluation. Each part exposes the trainer to the various techniques of evaluation and the particular factors which need to be probed into.

6.36

KUMAR USHA

Evaluation of Training Programmes in the
Paradigm of Research

ASCI Journal of Management

Hyderabad

(India)

5(2)

March 1976

pp.139-143

The problems in evaluation are examined in the background of four main issues: (a) Goal attainment model of training and evaluation; (b) Purpose of evaluating training programmes; (c) Methodology of evaluation; and (d) Organisational context of evaluation. It is explained that utilization of evaluation findings may depend upon the manner in which the results are reported. The involvement of individuals at different levels in understanding the training evaluation results may help in the incorporation of research findings that recommend further changes and refinement in the subsequent training programmes. In the final analysis, the usefulness of evaluation depends upon the acceptance of the findings for future training activity and in the increased understanding of human and organisational functioning.

6.38

KOHN VERA (comp) **A Selected Bibliography on Evaluation of Management Training and Development Programs**

American Foundation for Management Research
New York
(USA) 1969 pp.25

The book contains 61 items published between 1959 and early 1969. Five categories covered include research studies, literature reviews, discussion of evaluation techniques, surveys of corporate practices and books. Aspects covered are participant satisfaction, interpersonal competence, sensitivity and human relations training, program planning, behaviour and attitude change, reinforcement and managerial grid.

6.39

LIEN ARNOLD J. **Measurement and Evaluation of Learning**

Wm. C. Brown Co. Dubuque, Is.
(USA) 1967 pp.220

The book attempts to acquaint the reader with the measurement and evaluation phase of the threefold tasks: Where am I going? How am I going to get there? How well have I and my students arrived? Once an explanation of the tasks is understood, the remainder of the book moves into the practical aspects of measurement and evaluation. The book is organised in four parts: Part One deals with foundations of measurement and evaluation, Part Two with techniques of measurement, Part Three with presentation and analysis of data collected through measurement and Part Four discusses the application of measurement and evaluation.

6.40

LESTER RICHARD I. **Criteria for Evaluating Training Materials**

Training and Development Journal Madison, Wis
(USA) 25(8) August 1971 pp.12-15

A checklist for objective assessment is provided and trainers are urged to give preference to 'objective evidence' in selecting instructional material. A set of eleven criteria are suggested as a guide. These include subject matter content, organisation, self-instructional aids, adaptability, costs and general evaluation.

6.41

LIPPITT GORDON L. **Criteria for Evaluating Human Resource Development**

Training and Development Journal Madison, Wis
(USA) 30(10) October 1976 pp.3-10

The purpose of the paper is to present the need for stated criteria for planning and evaluating the process of human resource development concerned at the level of individual, group, organisation and society. Concepts and methods to produce evaluation are outlined based on information system, organisation support and participant commitment.

6.42

MAANEN JOHN VAN **The Process of Program Evaluation**

National Training and Development Service Press Washington, D.C.
(USA) 1973 pp.79

The book provides the training administrator with the tools to conduct more than narrow variety of evaluation. The author takes the position that seldom can one be certain a change was brought about by a specific program. Evaluation is viewed, therefore, as beginning with a rough conception of what is going on and concluding with a set of grounded recommendations. The strategy proposed in the book assumes that the objective of the evaluator is to help decision-makers develop the best program possible. The chapters include Evaluation Model, Evaluation Questions, Measurement Issues, and the Program Setting.

6.43

MANSFIELD R. **Case Study in the Evaluation of Management Education**

Management Education & Development Lancaster
(UK) 5(1) 1974 pp.7-16

The author is concerned with the reasons for doing evaluation of management development programmes, the methods by which it may be done and the criteria to be analysed. These reasons are analysed. A case study of an evaluation effort is presented which is based on selected criteria. The three criteria discussed are attitude change, development of self-confidence and subjective assessment of participants.

6.44

MINDAK WILLIAM A. Can We Quantify an Act of Faith?
& ANDERSON
ROBERT E.

Training and Development Journal Madison, Wis
(USA) 25(5) May 1971 pp.2-9

Based on considering employees as assets and part of a systems approach for management training, a methodology is outlined for a pilot study in evaluation. Several implications and conclusions are reported. These include (i) management training can be quantified and measured by use of such tests as the semantic differential and the social perception analysis, (ii) changes in attitude come about not only from instruction but also from experience working with key concepts, and (iii) shifts in attitude were for the most part shortlived when executives returned to their companies.

6.45

MORANO RICHARD Measurement and Evaluation of Training

Training and Development Journal Madison, Wis
(USA) 29(7) July 1975 pp.42-47

The problem of evaluation is to define the measurement criteria for (a) evaluating courses of instruction from an education point of view, and (b) evaluating programs from an organisation point of view. Training needs have to be determined and the author suggests a matrix involving four keys steps. Also recommended is a counselling mechanism to screen the right people into the program adjusted against enrolment trends.

6.46

MORRISEY GEORGE Supervisory Training Can be Measured
L. & WELLSTEAD 'Objectively' on the Job
WILLIAM R.

Training and Development Journal Madison, Wis
(USA) 25(6) 1971 pp.12-14

The authors feel that at the end of a supervisory training programme, the trainee must himself commit to specific objectives on how he will apply some of what he has learned. A chronological checklist of implementing the approach is outlined. The real purpose is to get participants to make a written commitment to improvement action, whatever its nature.

6.47

O.E.C.D.

**Evaluation of Supervisory and Management
Training Methods**

O.E.C.D.

Paris

(France)

1962

pp.159

An outcome of an international project attended by eight European countries and five international organisations, the report is among the earliest publication on the problem of the evaluation of training. The discussion includes the general framework of the evaluation of training, the difficulties of evaluation, and the history of evaluation of training including project notes by eight member institutes. Part II deals with the technical questions of evaluation with special emphasis on training objectives and evaluation instruments. Part III surveys the evaluation performed by member institutes and Part IV outlines some methodological considerations concerning the evaluation of training.

6.48

PARKER T.C.

**Evaluating: The Forgotten Finale of
Training**

Personnel

New York

(USA)

5(6)

1973

pp.59-63

The evaluation of any training must be done against the objectives of the training programme. However, it is not the only factor to be evaluated. Four categories are involved in the evaluation: job performance, group performance, participant satisfaction, and participant knowledge gain. After the selection of criteria of evaluation from the above, some technique such as questionnaire, job sample test, visual observation, rating forms etc. can be selected depending upon the suitability. And, whatever be the view of training, it must be as an investment and not as a cost factor.

6.49

PARKINS C.R.

**Evaluation: Problems and Possibilities
for the Training Profession**

I.S.T.D. Review

Delhi

(India)

2(3-4)

1972

pp.102-7

The question of evaluation is pointed out as the most significant issue confronting the trainer and the training profession as it rightly forms a part of

administrative/management and organisational development. Evaluation is analysed not only as a post-training exercise but as a process which must be integrated with the total training experience. Finally, a plea is made for more extensive use of social and behavioral science methods and data which could give an empirical base to the assessment of training.

6.50

PATTERSON WALTER
L. et al A Practical Approach to the Analysis
of TEOT Data

Training and Development Journal Madison, Wis
(USA) 28(12) December 1974 pp.32-36

A practical approach to analyse training evaluation of the work of training data is suggested on two counts: quality of the TEOT data and the analyses performed on these data. The reported study indicates that the management of its training effort has been enhanced by the analysis of the TEOT data collected.

6.51

PETER WARR et al **Evaluation of Management Training**

Gower Press London
(UK) 1979 pp.111

It is stressed that evaluation will provide trainers with information that will enable to increase the effectiveness of later or even current training. The book is set out in three parts. In the first part some theoretical considerations are outlined along with an account of a generalised framework for describing training evaluation. Part two presents thirteen case studies about the training of junior and middle managers. These are all evaluation projects with which the authors have been directly associated. The last part considers some of the more general issues raised by the need to evaluate training. The book gives useful advice about the construction and use of questionnaires, since trainers have limited experience in questionnaire design.

6.52

PRAHLAD C.K. Measurement of Training Effectiveness:
A Quantitative Approach

Economic & Political Weekly Bombay
(India) 7(48) pp.M169-M178

The paper attempts to introduce a quantitative approach to the evaluation of training effectiveness by classifying the total training effort into Action and Developmental training. A present-value approach is developed to evaluate Action Training projects. Human Resource Accounting concepts have been extended to evaluate the impact of Developmental Training. A procedure is also evolved for capitalising investments in training.

6.53

REEVES ELTON T.& Effectiveness of Program Evaluation
JENSEN MICHAEL J.

Training and Development Journal Madison, Wis
(USA) 26(2) January 1972 pp.36-41

The study reports on evidence about verification of participant evaluation. This will include (i) whether the evaluation of identical programs by separate groups of participants with similar educational needs are comparable, (ii) if the participants' evaluation is transitory, are the participants' evaluations a function of time, and (iii) whether the institution's evaluations of its own programs are compatible with those of the participants. The results indicate that participants' evaluation could be effective in refinement of later programs.

6.54

REYNOLDS M. Effect of Training Interventions on
Management Relationships

European Training Bradford
(UK) 1(1) 1972 pp.68-75

The author investigates the training variable in the scheme of relationships and discusses how much effective collaboration takes place in an organisation as a function of the balance between various aspects of the human relationships involved. It is suggested that a training intervention may upset the balance more than might have been thought beforehand. The paper describes

two cases to illustrate the problem and its significance for management training. The intervention, it is indicated, effects the balance at the interface between hierarchy levels in the organisation.

6.55

UNIVERSITY OF
GHANA

Training Evaluation Survey

Greenhill Journal of Administration

Achimota

(Ghana)

1(2)

1974

pp.38-59

This is a research report evaluating the training imparted to participants in Greenhill programmes between 1970 and 1973. The study had four objectives which are analysed in two parts: Employer's Evaluation and Participant's Evaluation. The participant's evaluation focussed on general views on training benefits and standard of the course, course content and training methods, choice of subjects and finally facilities and technical arrangements. The study revealed that formal post-training job evaluation is almost a far cry in many public institutions. It would be desirable for employers and heads of departments to institute formal evaluation procedures to evaluate all training courses attended by their employees.

6.56

ROY S.K. &
DOLKE A.M.

Evaluation of a Supervisory Training
Programme

Training and Development Journal

Madison, Wis

(USA)

25(12)

December 1971

pp.35-39

The paper - a study of training effectiveness in selected textile mills in India - seeks to examine the key evaluation factor like reaction, learning, validity, reliability, participation and learning, and achievement motivation and learning. It is concluded that in spite of the obvious and fundamental need to evaluate aspects of training programs, trainers feel shy of the task. Trainers have to be careful to plan evaluation before the program and not to hunt for data after it is all over.

6.57

SCHWARZ PAUL A. **Ability Testing in Developing Countries -**
& KRUG ROBERT E. **A Handbook of Principles and Techniques**

Praeger Publishers

London

(UK)

1972

pp.245

The book, an outcome of extended research in different countries in Africa, Asia and Latin America, outlines various aspects of testing in four main elements: basic issues, techniques of test adaptation, practical test applications and developing local testing resources. The concept is extended even to include programs of reform in a developing country, and as a reference manual to be consulted selectively at various stages of implementation. The areas discussed in detail include abilities to be measured, the design of suitable tests and the design of effective testing procedures.

6.58

SMITH MIKE

Using Repertory Grid to Evaluate Training

Personnel Management

London

(UK)

10(2)

February 1978

pp.36-43

A case is described about the application of repertory grid to evaluate training. It is a flexible technique and can be used to evaluate the effects of training on a single individual, and in higher management it could be a tool for management development. There are several clear advantages. First, there is less susceptibility to bias than traditional attitude measures. Repertory grid techniques do not suggest the questions, let alone the answers. Secondly, the statistical procedures are so sophisticated that it is doubtful if, under normal circumstances, it is humanly possible to fake the answers. Thirdly, the results are not a series of tables and abstractions. These advantages need to be outweighed against the main disadvantage: the reliance on a computer.

6.59

STEEL MUNRO H. An Organised Evaluation of Management Training

Personnel Journal Swarthmore, Pa.
(USA) 51(10) October 1972 pp.723-727

Training programs cost money. The usual system requiring the participant to fill out a form at the end of the program hardly constitutes a sufficient evaluation of the program. It is only logical to analyse how participants succeed or fail in paying off in terms of improved job performance. The evaluation effort has to be built in the program. The author has emphasised measuring the learning and change in behaviour. Some guideposts for evaluating behaviour are outlined.

6.60

STEINER RICHARD New Uses for Assessment Centers - Training Evaluation

Personnel Journal Santa Monica
(USA) 54(4) April 1976 pp.236-248

It is argued that if trainers are unable to make their impact explicit and measurable, then on what basis can they ask for resources? One may also wonder whether training practitioners are able to justify programs and efforts at developing employee potential if one never knows whether or not better performance actually resulted. In this context, the concept of an assessment center is conceptualised as a training vehicle. Research indicates that participants view the assessment process as a learning experience. This is a logical outcome because most assessment materials and assessor training techniques are based on tried and true training methodology. Finally, the center can be used as a highly accurate means for evaluating executive development or other types of training programs. The paper explains how a trainer can successfully incorporate the concept into an overall training evaluation strategy.

6.61

STEINER RICHARD & KELLY FRANK A Key Factors Approach to Assessing Management Development

Personnel Journal Santa Monica
(USA) 55(7) July 1976 pp.358-362

There has been a failure to adequately evaluate the impact of management development programs. The authors approach the problem by studying the relationships between participant characteristics and programmatic factors and relate these to measures of overall course reaction. The five indicators of course success were based on participant rating of course impact on specific plans to solve problems, impact on general knowledge level, recommendations to peers, subordinates and superiors, whether the course was worth the time and whether it met initial expectations. It is indicated that evidence probably supports the conclusion that those volunteering to attend find the course upto expectations. Some major implications for future research are suggested.

6.62

STEVENS B. **Weighing Up Training**

Industrial Society London
(UK) 54 April 1972 pp.10-11

The experience of three organisations in the successful evaluation of management development training is noted. The main principles of evaluation in these cases included a written target setting by the superior of the potential trainee, a written plan of action by the trainee at the end of a course and finally an evaluation by the trainee as to how far the needs have been met. It is concluded that implementation of these principles will facilitate the process of evaluation.

6.63

THOMPSON JOHN T. How to Develop a More Systematic Evaluation Strategy

Training and Development Journal Madison, Wis
(USA) 32(2) February 1978 pp.88-93

A model for developing a strategy for evaluation is outlined. It lists six major concerns - the audience, criteria of evaluation, validity concerns, methods, designs and problem areas. The trainer faces specific problems in these areas, especially the organisational,

decision makers. The trainer has to ask the question, 'what do I want to measure and to evaluate?' The use of the model can provide a method for the trainer to develop a balanced strategy to bridge the gap between evaluation theory and evaluation in an action setting.

6.64

TAYLOR LAWRENCE

Evaluation of the Administrative Training Programmes in the Southern Sudan 1975-77

Journal of Administration Overseas

London

(UK)

XVII(3)

1978

pp.168-176

The evaluation of Junior Administrator's Training Course is described, the material for which was drawn from five separately identified categories of informants. These groups included senior officials within the regional governments, upper middle-level line managers who had been supervisors of several ex-trainees, cross section of ex-trainees who had performed well and less well and finally the observations of the author. The methodology also involved field visits to a number of administrative offices. The resulting evaluation suggested that the programme had a number of shortcomings. Future training needs had to be established and analysed. These steps could lead to options and priorities for future assistance.

6.65

THORLEY STAN

Training Supervisors and the Cascade Effect

Personnel Management

London

(UK)

10(4)

April 1978

pp.45-47

A training kit for hospital supervisors was launched and later evaluated. The result has been a substantial increase in technical knowledge by the supervisors and a progressive development of their skills. The evaluation included before and after questionnaires, briefing, reaction scale, assessment of students and interview schedules. These instruments produced an evaluation matrix including level, technique and group. The evaluation has shown the scheme to be a worthwhile exercise but it has created expectation of further training and development which, if not pursued, may result in disillusionment and a deterioration in morale.

6.66

TRACEY WILLIAM R. **Training Evaluation - Another Perspective**

Personnel Management

London

(UK)

9(3)

March 1977

pp.28-31

The author stresses that evaluation is an essential activity and must be a part of every well-designed training programme. All forms of evaluation, immediate, intermediate and ultimate should be included. Basic principles of evaluation should be systematically applied. If these steps are taken, the training and development activity will become indispensable because of its ability to demonstrate positive effects. The variables mentioned in measures of evaluation include trainees, trainers and supervisors, management and the enterprise climate. Some ultimate measures of training are identified.

6.67

TRICE HARRISON M. **Evaluation of Training: Strategy,**
& ROMAN PAUL M. **Tactics and Problems**

A.S.T.D.

Madison, Wis

(USA)

1973

pp.49

Basic questions in training evaluation strategy are examined. Following this is a consideration of six approaches whereby evaluative questions may be posed including assumptions, advantages and disadvantages. The tactics of evaluation of training efforts and the basis for choosing different tactical approaches are discussed along with recent trends in training evaluation.

6.68

WEISS CAROL H. **Evaluation Research**

Prentice-Hall

Englewood Cliffs

(USA)

1972

pp.160

Designed as a basic text in courses on evaluation research, it discusses the purposes and design of evaluation, and utilization of evaluation results. Sections on Evaluator's role and Formulating the question and measuring the answer have relevance for trainers.

6.69

UNITED NATIONS

'Methods and Problems of Evaluating Programs
for the Development of Senior Administrators'
in **Report of the Interregional Seminar on the
Development of Senior Administrators in the
Public Service of Developing Countries,**
Geneva, August 1968

Report and Technical Papers Vol. I

New York

(USA)

1969

The purpose of the paper is to present some of the methods and problems of evaluating programs for the development of senior administrators. Three aspects of the subject are discussed: the concept of evaluation, the problems involved and the methods so far developed. Finally, the importance of evaluation is discussed. It is noted that evaluation offers protection against uninformed attacks on programs and it should not be neglected because there are neither recognised methods nor easy answers to the problems which it presents. Finally, objectives on which evaluation is based should be derived from specific and differentiated development needs and should be tailored to fit the environment of work.

6.70

WEREKO T.B.

Training - A Dilemma? (How to Increase
Training Effectiveness)

Greenhill Journal of Administration

Achimota

(Ghana)

1(3)

1974

pp.65-79

It is the contention of this paper that there is an essential spadework that must be done at five levels, by the Director of Training, the trainee's immediate supervisor, the trainee, the top management as well as the training institution concerned with training before anyone is sent on training. The author examines the objectives of training in Ghana, and describes the performance of the training institutions and the training techniques used. There is reference to determining training needs leading to choice of a useful training programme and learning on the course. It is only after these steps have been completed that management can accept training not only as necessary but beneficial.

6.71

WERNHAM R.

Getting the Measuring of Management
Training

Personnel Management

London

(UK)

4(3)

1972

pp.28-31

The need for evaluation of management training is discussed. The author describes evaluation techniques for management training courses developed by him and practically used in the Telecommunications Technology College of the British Post Office. The author has relied on four levels of evaluation: reaction, learning, job behaviour and functioning, as framework for his technique. The aspect of training costs in evaluation is also noted.

6.72

WHITELAW MATT

The Evaluation of Management Training -
A Review

The Institute of Personnel Management

London

(UK)

1972

pp.63

The evaluation of management training is beset by problems of definition and measurement, and the author feels that it is probably not possible in the great majority of cases to demonstrate its value in accounting terms. It is explained that in spite of lack of sophistication at this stage of development, we should do what we can at a level where we can visibly improve the quality of the training and demonstrate its value in terms of increased effectiveness. The concept, history and difficulties in evaluation of management training are discussed and the methods are illustrated by studies involving their use with emphasis on methodology rather than results. Intermediate outcome evaluation as a possible evaluation is indicated.

6.73

WITHANA
RANJITH M.

Evaluation of Administrative Training -
Some Training Experiences

Journal of Development Administration

Colombo

(Sri Lanka)

4(1)

May 1974

pp.51-69

In Sri Lanka the Academy of Administrative Studies was established in 1966. The author attempts to indicate the position and significance of evaluation in the network of activities comprising the overall training function: the limitations and difficulties in assessing the impact of

training on the administration; the approaches in evaluating specific training programmes and the experiences of the Academy in this direction. A schematic model is presented to indicate the desirable links and the interrelationship of evaluation with the other activities. Also discussed are two of the course evaluations carried out at the Academy - the Management Development Course 1972 and the Seminar on Management Development for Senior Scientific and Technical Administrators 1973.

7. TRAINING COSTS

7.1

CULLEN JAMES G.
et al

Cost Effectiveness: A Model for assessing
the Training Investment

Training and Development Journal

Madison, Wis

(USA)

32(1)

1978

pp.24-29

Evaluation of training cost are divided into two major categories: cost effectiveness and cost benefit (CB). CB is the analysis of training costs in monetary units with respect to benefits desired from training in non-monetary terms. Cost effectiveness on the other hand is the analysis of training costs in monetary units as compared to benefits derived from training in monetary terms. The different constituent terms are defined and training costs are categorised into three groups: fixed, variable and total. A distinction in computing costs is made in terms of structured and unstructured training programs.

7.2

DEPARTMENT OF
EMPLOYMENT AND
PRODUCTIVITY

**Cost-Benefit Aspects of Manpower
Retraining**

H.M.S.O., London

London

(UK)

1970

pp.42

The publication discusses the need for, and advantages of retraining; the provisions for retraining made in the USA and Sweden; and possible approaches to cost-benefit analysis of retraining. Further research is suggested to compare the benefit-cost ratio of institutional training with those of on the job training.

7.3

GARBUTT DOUGLAS

**Training Costs with Reference to the
Industrial Training Act**

Gee & Co.

London

(UK)

1969

pp.210

Procedures for accounting the budgeting for training costs, routines for collecting training information, documents for collecting training information, documents for collecting and controlling costs, means of estimating expenditures for training activities, and steps in planning the training function for optimum costs and benefits are discussed. Personnel payments and fringe benefits, overhead, production, administration insurance, transportation and travel, depreciation, materials and

by discussing, who has what responsibilities with regard to staff development, staff development as an internally operated process, the value of short intensive training or staff development experiences which can facilitate the process, the key role of insiders and outsiders in staff development of the kind described and participant-centered training programs which underline the value of staff development. A separate chapter provides a check list of strengths and weaknesses of the different training techniques.

7.7

MIRABAL THOMAS E. Forecasting Future Training Costs

Training and Development Journal Madison, Wis
(USA) 32(7) July 1978 pp.78-87

There are four steps in implementing the cost model outlined by the author. The first step requires one to make certain assumptions about the proposed training course. The next step involves selecting cost data from standard cost-data tables for entry on four individual worksheets. The third step is the actual task of entering the data on four separate worksheets - Course Development Cost, Participant Cost, Instructor Cost and Facilities Cost Worksheet. The final step in utilizing the training cost model involves transferring data from all the sheets to a final summary which totals both annual and per trainee hour cost for participants, facilities and course development. It is explained that the approach can be used in most training situations.

7.8

WOODWARD NICOLAS Break-even points and off-the-job training:
some estimates

European Training Bradford
(UK) 2(3) pp.239-249

The specific purpose of this paper is to estimate the change in efficiency that is necessary to recoup the additional costs of off-the-job training. The parts of the paper include outlining the relevant costs of employment and training, the meaning of break-even points and an estimation of break-even points. In the appendix a method of estimating such points is described in greater detail. A part of the project was devoted to estimating the break-even points of training which are reported in the paper.

8. TRAINING OF TRAINERS

8.1

ANTIL
FREDERICK H.

Training Can be Professional

Training and Development Journal Madison, Wis
(USA) 26(11) November 1972 pp.14-17

It is argued that training is not professional because of trainers, who have only often the job and the title as their qualification. The trainer stereotypes - the psychologist, pedant, custodian, and the actor has to be substituted by trainer as a professional following a systems approach with emphasis on accountability.

8.2

ASTD
Professional
Development
Committee

A Self-development Process for Training
and Development Professionals

Training and Development Journal Madison, Wis
(USA) 33(5) May 1979 pp.6-12

The article is based on a major research survey. A set of work sheets which can assist a trainer in determining skills and actuals required for effective job performance, identifying strengths and weaknesses relevant to these requests and setting specific objectives for development, are developed along with guidelines for their use.

8.3

AYYAR K.N.A.

Training for Development Objectives:
The Role of the Trainer

I.S.T.D. Review Delhi
(India) 2(3-4) 1972 pp.23-7

The objective of development training in an organisation or in government is to change the administrative behaviour for the better so as to achieve the organisational goals. For this, the trainer should be a reformer who can create the suitable climate for organisational change through individual and group development. This can only be achieved by creative thinking and the trainer must be capable of developing this ability in the trainees.

for individual goal setting. The author feels that this design pattern was able to generate a high level of enthusiasm and commitment at the end of the seminars.

8.7

BURKE W. WARNER The Role of Trainers in Organisation
Development

Training and Development Journal Madison, Wis
(USA) 26(9) September 1972 pp.30-37

The role of trainers in facilitating organisation change and thus complementing organisation development in the process is stressed. It is explained that the trainer's influence is lacking because individual strategies are ineffective. Trainers should evolve and adopt a strategy of change and respond to needs in organisation.

8.8

CHADDOCK PAUL H. How Do Our Trainers Grow?

Training and Development Journal Madison, Wis
(USA) 25(3) March 1971 pp.2-7

Some key considerations in the design of a train-the-trainer programme are examined. This includes the role of trainer, kinds of trainers, communication barriers, learning environment, feedback, evaluation, course validity, trainer performance and presentation devices. A train-the-trainer programme must obviously include technique and skill training. But of greater importance is having him become aware, accept his role of assisting the learning process and recognise that his real function is helping people grow.

8.9

CHALOFSKY NEAL E. Professional Development Program for
& CERIO JOSEPH A. Federal Government Trainers

Training and Development Journal Madison, Wis
(USA) 29(12) December 1975 pp.18-26

Professionalism of trainers should be in terms of competence and attitude. The findings of a research in the US Civil Service Commission are analysed to define the ideal internal trainer and how to develop him. The four roles and the abilities and knowledge needed to perform the roles are elaborated.

8.10

CIVIL SERVICE
COMMISSION

**Supervision and Group Performance:
Instructions Guide**

Bureau of Training

Washington, D.C.

(USA)

1975

pp.253

The guide is designed to acquaint supervisors with such behavioral science theories as motivation, leadership, group dynamics and change. It stresses participation through group discussion, role-playing, incident process, case discussion and management simulation or games. The guide is organised around four key themes: individual-employee, individual-supervisor, employee as part of a group and supervisor as part of a group.

8.11

Conference on Training of Trainers and
the Problems of Training Institutions

**The Training Institution and the
Trainer - Conference Report**

Mussoorie

(India)

1970

pp.236

Contains a report on proceedings and text of fourteen papers presented during the Conference. Major issues discussed include selection and training of trainers, development of training material and formulation of syllabus, evaluation of training programmes and effective functioning of training institutions. Organisational problems in training of trainers in the government are examined. It is emphasised that the institution has the key responsibility of not only to retain the trainer but continuously provide him with opportunities for training.

8.12

COUGER J. DANIEL

Expanding the Trainer's Role in Data
Processing Organisations

Training and Development Journal

Madison, Wis

(USA)

28(7)

July 1974

pp.22-25

In the context of philosophy of training, a trainer's enlarged role is considered as an internal educator, a facilitator and a consultant. He has not only to formalise each program but prepare training budgets. He has to design training for the Information analysts, Data communications specialists and Data base administrators.

8.13

CURRY THEODORE H. Why Not Use Your Line Managers as Management Consultant?

Training and Development Journal Madison, Wis
(USA) 31(11) November 1977 pp.43-47

The training of line-management personnel as trainers specifically relates to training of middle-level managers as trainers for first line supervisors. Such programs will also prove useful for higher levels of management. Benefits appear when high level managers serve as trainers for middle level managers. The use of senior management personnel as trainers in such programs will indicate the commitment of the organisation to training.

8.14

DALVI G.R. Should Training Managers be Academicians

I.S.T.D. Review Delhi
(India) 3(3) 1973 pp.5-7

It is argued that neither pure academicians nor pure practitioners can be effective trainers or training managers. A suitable blend of both, the academic and the practical approach is required. What proportion of each component should be in the blend will depend on the levels of those being trained and the conceptual and technical content required in the training programmes.

8.15

DONALDSON LES & SCANNELL EDWARD **Human Resource Development: The New Trainers Guide**

Addison-Wesley Reading, Ma.
(USA) 1977 pp.151

The book describes writing training proposals, designing effective programs and later conducting them. It blends learning theory with practical applications. All material is presented in a basic training format suitable for the new trainer as a guide to increased effectiveness and more productive training sessions. The book covers different facets of the training process keeping in view the central role of the trainer.

8.16

DYER WILLIAM G.
(ed)

**Modern Training and Method in
Group Training**

Van Nostrand Reinhold Co.

New York

(USA)

1972

pp.218

This book contains thirteen readings aimed at the prospective and practising laboratory group trainer. The first section of the book presents some insights into the personality demands that the group training experience makes of the trainer. Another section deals with the theory and method of trainer interventions, giving accounts of the actual operation of a training group from the trainer's viewpoint. The last section of the book contains arguments relating to some of the ethical issues involved in group training. The book underlines the dilemma accompanying the role of a potential and practising group trainer who is concerned with the operation of training groups.

8.17

DEPT. OF
EMPLOYMENT &
PRODUCTIVITY

**The Training and Use of Operators
as Instructors**

H.M.S.O.

London

(UK)

1969

pp.81

After a review of existing methods in Great Britain for training full-time instructors, a study was made of the job training using experienced workers as part-time instructors. The role of managers in helping such programmes is discussed, together with training objectives, training techniques, selection of trainees, and other aspects of organisation and administration.

8.18

ENGELBERT
ERNEST A.

**Guidelines and Standard for the Education
and Training of Public Manager**

**International Review of Administrative
Sciences**

Brussels

(Belgium)

XLI(3)

1975

pp.233-238

A matrix of professional competencies of Graduates of Public Affairs/Public Administration programmes is developed. The matrix is composed of two major parts: Part I, Subject Matter Area, and Part II, Programme Specialisation. Part I calls for the development of public

8.22

HAGUE HAWDON

The Action Teaching Catalyst

Management Today

London

(UK)

November 1977

pp.111-112

The 'action teacher', or catalyst, works at an organisation level, although he is often working through individuals. Part of the catalysts role at a general level is to conduct some events which demonstrate the self-development philosophy, and also how adults learn and can be helped to learn. Self-development on the job is now becoming widely accepted as the most effective way in management training. There is considerable need for someone to get the self-development started, to help it along, and to stop it coming to a halt. A trainer as an action teaching catalyst has thus a crucial role.

8.23

JORZ JOANNE J.
& RICHARDS
LOUISE M.

A Curriculum Plan to Develop Training
Professionals

Training and Development Journal

Madison, Wis

(USA)

31(10)

October 1977

pp.22-25

The curriculum plan outlines tasks, competencies, terminal objectives and suggested learning strategies and content in a series of modules for each of five roles for a trainer; career counsellor, consultant, learning specialist, program manager, and training administrator. The potential benefits for trainers from increased proficiency are: increased effectiveness, greater creditability and increased interaction with other parts of the organisation.

8.24

JUSTIS ROBERT T.
KEDIA B.L. &
STEPHENS DAVID B.

The Effect of Position Power and Perceived
Task Competence on Trainer Effectiveness: A
Partial Utilization of Fielders Contingency
Model of Leadership

Personnel Psychology

Durham, N.C.

(USA)

31(1)

Spring 1978

pp.83-93

The authors examine the three classifications of position power: (1) high position power, (2) moderate position power, and (3) low position power. Two conditions of perceived task competence are also investigated. In the context of the place and role of a trainer, these include

(1) high competence trainer behaviour and (2) low competence trainer behavior. These alternatives have influence on trainer effectiveness. It is argued that this situation can be improved, wherever possible, through training the trainer.

8.25

KHANDWALA S. & KAUL O.P. Where Does a Training Manager Derive His Authority From?

I.S.T.D. Review Delhi
(India) 3(3) 1973 pp.14-17

It is explained that when a training function is well placed in the organisational chart with clearly defined roles and management support, the trainer and the training manager gain professional image and develop confidence as well as competence. However, in the environmental constraints in which several training departments function in India, the trainer has to accept lack of structural authority. The only way out for trainers is to build their personal effectiveness, competence, influence, and concomitant personal authority.

8.26

KOZOLL CHARLES E. Finding the Trainer Among You

Training and Development Journal Madison, Wis.
(USA) 29(7) July 1975 pp.12-15

There are various ways of identifying trainers in every organisation. Four functions to be performed in support of the training role are listed: (i) trainer as non-threatening observer, (ii) trainer as keen problem spotter, (iii) trainer as judge of character, and (iv) trainer as a model to copy. Some supporting characteristics are noted, empathy, honesty, patience, pace, purpose, ability to listen, prestige, and respect for experience. Some further questions to establish the selection are outlined.

8.27

LAIRD DUGAN **Approaches to Training and Development**

Addison-Wesley Reading, Mass.
(USA) 1978 pp.303

A comprehensive text covers a wide range of training issues, e.g. functions of the training and development department, the organisational and reporting relationship

of the training function and finding needs and responding to them. The trainers task for needs analysis, prioritising training needs and evaluation are analysed. The trainers role in budgeting training, measuring training results and evaluating effectiveness of training function is emphasised.

8.28

LEWIS P.

Relations Between Trainers and Line Management:
A Behavioural Science Approach

Industrial Relations Journal London
(UK) 3(2) 1972 pp.35-42

A research project to measure the attitudes of line and training management, firstly towards each other in selected training matters and secondly towards training responsibility is described. It is explained that 'poor' relationships and confusion over responsibility roles may come about partly because of difference in training objectives or because of differences in perception and/or interpretation of training objectives. Some factors which influence the nature of the trainer's roles are examined.

8.29

LONG BARRIE

Training: A Licence to What?

Industrial Training International Bradford
(UK) 5(2) December 1970 pp.480-483

The article asserts that most British industrial trainers are poorly qualified. It is contended that management should be made basically responsible for preparing and developing effective trainers who will serve the best interest of employees as well as organisations. Untrained trainers can only provide training which will be professionally inadequate and unsatisfactory.

8.30

LUTHANS F. &
LYMAN D.

Training Supervisors to Use Organisational
Behavior Modification

Personnel

New York

(USA)

50(5)

1973

pp.38-44

The authors refer to the use of principles of operant psychology/behavior modification in analysing and solving human performance problems. This view contingency strategy is called by the authors - Organisational Behavior Modification. Some important steps in designing such a training programme are described - identifying behavioral events, measuring frequencies of behavior and its functional analysis, developing intervention strategies, converting to positive reinforcement and understanding the importance of being contingent. The advantages and the problems of implementing the scheme are surveyed.

8.31

MACKENZIE R.
ALEC

A Management Process Model for Training
and Development Directors

Training and Development Journal

Madison, Wis.

(USA)

25(5)

May 1971

pp.25-29

A training model for trainers is outlined with a set of objectives and rationale. The range of training applications include the selection and sequencing of subjects. It is suggested that the process model will facilitate the professionalizing of a trainer's job. There is an urgent need for trainers to follow a discreet planning process for determining the objectives of training at the organisation level, and as far as their own learning is concerned.

8.32

MALCOLM S.
KNOWLES

Gearing up for the Eighties

Training and Development Journal

Madison, Wis.

(USA)

32(7)

July 1978

pp.12-17

The conditions and requirements that trainers will face in the 80s are discussed. It is suggested that trainers need to get on top of the concept and theory of competency development and to incorporate this system of thought into their philosophy of training. We should reconceptualise the role of trainer away from that of prescriber,

transmitter and evaluator of learning, toward that of a facilitator and resource for self-directed learners. Further, there is need for more diversified and flexible delivery system for training programs.

8.33

MARGERISON C. Training Manager as an Internal Consultant

European Training Bradford
(UK) 1(2) 1972 pp.177-188

The article attempts to identify some of the critical issues concerning the role of a trainer considered as a training manager. After reappraising the trainer's role, the author discusses how far a training manager could be an internal consultant. Five major behaviours are identified within a training manager which he can adopt. This will depend upon whether he feels it desirable to be solution centred or problem centred.

8.34

NIAZ MOHD. ASLAM **Training Programmes for Various Categories of Civil Servants**

International Institute of Administration Sciences Brussels
(Belgium) 1970 pp.49

The paper, written on the basis of experience in developing countries, is intended to guide the trainers in developing and organising training programmes. The key areas covered include prerequisites for training programmes, training new entrants, in-service training programmes, in-service training programmes in specialised areas and evaluation of training. The conclusions refer to the need for proper training surveys, institution building and need for coordination.

8.35

NIGRO F.A. Trainer as a Strategist

Public Personnel Management Chicago
(USA) 3(3) 1974 pp.193-8

The task of developing and instituting successful training programs has at least three basic dimensions: isolation and analysis of the technical and socio-psychological conditions in an organisation which limit or block its capacity to attain the desired ends, the process the trainer goes through to select an appropriate strategy for

creating conditons under which he can make national decisions about training goals and means; and training program design, execution and evaluation. In respect of these aspects, the paper illustrates several situations that the trainer usually comes across and suggests some guidelines for action.

8.36

ODIORNE GEORGE S. Training Director - Personnel Manager:
Who is in Charge Here?

Training and Development Journal Madison, Wis.
(USA) 30(6) June 1976 pp.3-6

It is argued that training cannot belong to the personnel department in a subordinate role. At the same time trainers must learn some lessons. Being bureaucratic will not help since increasingly trainers have to face life-long learning and also learning how to learn. Trainers must continue to raise their sights to the levels of contribution they can hope and wish to make.

8.37

PRAHLAD C.K. Behavioural Sciences Contribution Towards
Developing Effective Trainers

I.S.T.D. Review Delhi
(India) I(3) 1971 pp.77-81

Training is analysed in terms of its content as well as a process. Understanding of behavioural sciences is necessary for the training function to be effective. In this context, the trainer becomes a change agent. The issues confronting the trainer as a change agent are summarised by the author. These are, the perception of roles in the organisation, goals in a changing system, models for change, credibility and legitimacy. Experience with trainers in India is described.

8.38

PINTO PATRICK R. What Do Training and Development
& WALKER JAMES W. Professionals Really Do?

Training and Development Journal Madison, Wis.
(USA) 32(7) July 1978 pp.58-62

It is argued that before professional development can take place, and even before a role model can be developed, it is important to know what trainers actually do, based on empirical analysis of their actual activities. A

preliminary model of training competencies in four categories has been developed - professional competencies, consulting competencies, program managing, developing and administering, and learning facilitating. Fourteen areas of activity were identified as representing roles which are occupied at various times during the worklife of the professional trainer. In practice, the model suggests a flow of stages through which trainers carry out their responsibilities. These stages surround a central core of professional self-development.

8.39

PRUTHI S.P.S. **Training Profession in India - Future Prospects**

I.S.T.D. Review

Delhi

(India)

I(3)

1971

pp.92-6

The author identifies five criteria on the basis of which one can judge whether training in India has attained professionalism. These are knowledge, application, social responsibility, self-control and community sanction. It is concluded that the prospects for training to attain professionalism in India are good. But there are a few blocks: approach towards training philosophy, inadequate use of techniques, lack of evaluation, and commitment by the top.

8.40

RAZIK TAHER A. **Systems Approach to Teacher Training and Curriculum Development: The Case of Developing Countries**

UNESCO

Paris

(France)

1972

pp.156

The author conceives an instructional system as an empirically developed set of learning experiences which are designed to achieve, with a given degree of reliability, a given outcome for a given class of learners. A model is proposed which can be used to prepare an effective teacher as an instructional manager, i.e. one who elicits appropriate changes in the behaviour of learners. The design of the model involves the use of instructional systems. A second part of the book discusses the implementation of the model in developing countries. There is a glossary of terms as an appendix.

8.41

RANDALL JOHN S. You and the Effective Trainer
(Part I (May 1978) pp.10-14,
Part II (June 1978) pp.10-12)

Training and Development Journal Madison, Wis.
(USA) 32(5,6) 1978

It is a 'train-the-trainer' series developed to aid the role of the instructor. The major issues discussed are establishing objectives, selecting participants, selecting a faculty, preparation of materials leading to an instruction preparation and planning checklist. The second part discusses the learning process and the trainer's role.

8.42

REDDIN W.J. Effective International Training

Training and Development Journal Madison, Wis.
(USA) 32(4) April 1978 pp.12-17

The author argues that as a trainer, resistance to change is always a barrier and overcoming it will be essential for any transfer of learning. Extent and continuity of contact are important and one-week seminars by visiting experts may have little value. Trainers should think of in-country organisation development projects especially in less-developed countries. Training leading to managerial effectiveness has to be consciously designed as the concept is different from apparent effectiveness.

8.43

REILLY WYN **Training Administration for Development**

Heinemann Educational Books London
(UK) 1979 pp.154

This is a handbook designed to assist the trainers in government who need a basic introduction to the fundamentals of training. As a text for training the trainers it provides a basis for a discussion of training issues. The need to identify trainers in government is stressed as a prerequisite for useful training.

8.44

SAIGAL J.P. Training of Organisational Effectiveness

I.S.T.D. Review

Delhi

(India) 2(3-4)

The purpose of training is organisational effectiveness. In order to be successful, the trainer has to draw on different sciences and different fields of knowledge - physical and financial resources, elements of management, application of systems, and the contribution of behavioral sciences. Further, the trainer has to be concerned with the totality of the organisational and not only with the present but also the future needs of the organisation.

8.45

SAXENA A.P. **Management Training for Trainers**

Training Division, Govt. of India

New Delhi

(India)

1970

pp.30

The emerging role of a trainer and the need for management training for trainers is outlined. Issues in structuring a programme, identifying training methods and training evaluation are discussed. It is explained that trainers, especially in government, are being made increasingly responsible for training in management, including application of management principle and techniques. It is therefore desirable that trainers are exposed to management training. The monograph provides an outline in this context.

8.46

SAXENA A.P. Training Managers

Economic Times

Delhi

(India)

Nov. 22, 1971

pp.12

A training programme must promote or attempt to promote a degree of attitudinal shift in a trainee. This will apply equally to different training programmes - whether concept-based or technique-based or both. From this viewpoint the author surveys the Indian training scene, highlighted by increasing number of programmes - both in diverse subject areas and quantity. The deficiencies and prospects of training are pointed out in the specific context of training of trainers.

8.47

SCHIMEL RUTH M. Training and Development: Institutional
& WHITMAN and Decentralised Approaches
TORREYS

Public Personnel Management Washington, D.C.
(USA) 8(6) 1979 pp.374-380

The article discusses ways in which trainers can train and shape their training 'style' to different organisations. The trainer must understand his organisation in order to know what will be evoked by given training actions. Practically speaking, the trainer must know what form and style the training function will assume within the organisation. Some of the myths, pitfalls, and habits that characterise many training plans and efforts are discussed. Also covered is an outline how a central training body can cooperate with a large office to deliver training that is more likely to result in learning.

8.48

STEELE FRITZ **Consulting for Organisational Change**

University of Massachusetts Press Amherst
(USA) 1975 pp.202

The book is of particular relevance to the trainer involved in organisational development. It analyses the role demands on the trainer working to effect change in groups and organisations. One major theme analysed is the dynamic learning process which both trainer and client must experience to benefit from a project. For trainers, the author strongly emphasises actual problems and controversies, as contrasted with theoretical formulations of ideal change of processes.

8.49

SUESSMUTH **Ideas for Training Managers and**
PATRICK **Supervisors**

University Associates San Diego, Ca.
(USA) 1975 pp.328

The author, a Canadian consultant has compiled his observations in the areas of communication, leadership, decision-making and problem solving. The coverage includes facilitation and design, choosing a lesson format, audio-visual aids and resources, and evaluation and costs. The text is illustrated with charts and tables.

8.50

SNYDER JOHN T. **Trainer Actualization through Accountability**
Training and Development Journal Madison, Wis.
(USA) 29(6) June 1975 pp.34-37

The trainer is conceived as a change agent who has organisation growth at his disposal. If a trainer can perceive his accountability, he can exercise influence on values. By studying organisation structure, job design, career planning, the trainer should attempt human resource accounting. A trainer can then reach the consultant phase - the highest level in the hierarchy of training possibilities.

8.51

TAIT WALTER J. **Training the Trainer in Asian & Western Pacific Countries**
Training and Development Journal Madison, Wis.
(USA) 26(10) October 1972 pp.44-47

This is a report of train-the-trainer series of programmes organised in several Asian/West Pacific countries. It is reported that there were wide differences in training knowledge and sophistication among the trainer participants. The most popular subjects were determining training needs, designing training programmes, evaluation, latest training techniques and how to train trainers. The author suggests that on the whole the programmes had a positive learning outcome.

8.52

THIAGARAJAN K.M. **Training for Development-Objectives, Role of Trainers and Consultants**
I.S.T.D. Review Delhi
(India) 2(3-4) 1972 pp.20-3

The trainer, in order to be effective, and the training function, if it has to contribute to organisational effectiveness, must set goals in terms that are readily understood by top and line management. These goals must be concrete and measurable. The author proposes an action plan for such a purpose; selling the idea, identifying criteria for success, evaluating the success of efforts and communicating. In this background the role of a trainer can be perceived more precisely.

8.53

TYAGI A.R.

Training the Trainers

**Journal of the National Academy
of Administration**

Mussoorie

(India) 16(1)

pp.117-22

The author argues that civil service training ought to be concerned mainly as applied education in the application of the principles and techniques of social sciences in order to develop the human potential of the trainees. The trainers responsible for such training will need to be aware and there is need to evolve the scheme of their training. It is suggested that training of trainers programmes should include methods of training, psychology of individual differences, psychology of learning and adult education, social psychology, human relations and human motivation, tests and measurements, evaluation of training programmes and visual aids.

8.54

U.S. CIVIL
SERVICE
COMMISSION

**Making Effective Use of Long-term Training -
A Guide for Managers, Supervisors, Personnel
& Training Officers**

Bureau of Training, Training Assistance
Division

Washington, D.C.

(USA)

1973

pp.27

It is a concise guide to assist government department managers, supervisors and training personnel in planning for and using long-term training opportunities authorised under the Government Employee Training Act. The role of in-house trainers is stressed in making use of the available training facilities. The trainers therefore have to be trained keeping the long term objectives in view.

8.55

VERI CLIVE C. &
VONDER HARR T.A.

Training the Trainer

Missouri University

St. Louis

(USA)

1970

pp.127

The book provides guidelines for the application of psychological theory (including principles of learning, motivation and reinforcement) in training for task analysis, formation of learning objectives, selection of appropriate training techniques and audio-visual aids. The importance of supporting learning climate and clear

communication is emphasised. The steps involved in planning, execution and program evaluation are identified and observation of on-the-job performance and use of feedback for redesigning training is explained.

8.56

WHITE V.J.

The Continuing Development of People
at Work

Public Administration

Sydney

(Australia) XXXI(3) 1972

pp.268-277

The difference between training and education are brought out in such a way as to promote training as an equal partner with education in the development of people at work. A strategy based on eight propositions is outlined which emphasises that training specialists are indispensable for the improvement of quality of training. Management holds trainers accountable for achieving certain objectives and trainers need to be able to tell management in as precise terms as possible the extent to which these objectives are achieved. This is important because a lot of training effort in public service occurs under the heading of management development.

9. TRAINING - PUBLIC ADMINISTRATION

9.1

ADAMOLEKUN
LADIPO

Towards Developed - Oriented
Bureaucracies in Africa

**International Review of Administrative
Sciences**

Brussels

(Belgium) XLII(3) 1976 pp.257-265

The development-orientation of certain African bureaucracies, including Nigeria, is outlined along with a model strategy. It is suggested that *ad hoc* administrative reform measures e.g. recruitment, career planning and training should be followed by long-term approaches. It is concluded that in practical terms, the majority of African states can only expect very limited improvements in their administrative inheritances in the near future.

9.2

ADAMS DAVID

Teaching Public Administration:
A Review Article

Public Administration

Sydney

(Australia) XXXIV(4) 1975 pp.331-336

The review of five publications about Australian Public Administration analyses the books in the context of emerging trends in the system. The instructional aspect of the subject is discussed in detail. The books are:

- (i) WILTSHIRE, KENNETH, **An Introduction to Australian Public Administration**, Cassell, Melbourne, 1974, p.279.
- (ii) SPANN, R.N., **Public Administration in Australia**, N.S.W. Government Printer, Sydney, 1973, p.545.
- (iii) FORWARD, ROY (ed), **Public Policy in Australia**, Cheshire Melbourne, 1974, p.276.
- (iv) JUDDERY, BRUCE, **At the Centre: The Australian Bureaucracy in the 1970's**, Cheshire, Melbourne, 1974, p.272.
- (v) SPANN, R.N. & CURNOW, G.R. (eds), **Public Policy and Administration in Australia: A Reader**, John Wiley, Sydney, 1975, p.588.

9.3

ADEDEJI A. & **Education and Research in Public**
BAKER COLIN (ed) **Administration in Africa**

Hutchinsons London
(UK) 1974 pp.132

The book is divided into four parts: the first part being devoted to a general review of administrative training in the sixties, the institutes and facilities available and the effectiveness of training imparted by them. The second part contains discussion of public administration, education and training in various African countries with a comparison of the Francophone and Anglophone approaches. The third part contains a discussion about public administration research in Africa and the last part contains some non-African comparisons from developed countries with chapters about Australia, UK, France and USA. It is concluded that training in public administration in the seventies has got to be dynamic to bring about change in attitudes of public personnel.

9.4

ADEDEJI ADEBAYO & **Developing Research on African Administration:**
HYDEN GORAN (ed) **Some Methodological Issues**

University of Ife Press Ile-Ife
(Nigeria) 1975 pp.201

A group of scholars with experience in research in African public administration discuss some selected methodological problems confronting those working in this area. Schaffer examines the difficulties of cross-national comparisons, Murray and Jacobs respectively discuss the importance and limitations of the case study approach; while the editors look at the relevance of 'participant observation' and the problems of documentary research. There are also articles on experimental research and historiographical aspects of Africanisation. The essays have relevance for trainers who can appraise the related advantages and limitations of research methods.

9.5

AHMED LATHEEF N. **New Thinking for Malaysian Public Administration: Some Social Science and Behavioural Concepts, Theories of Operational Questions**

Dewan Bahasa dan Pustaka
(Malaysia) 1975 Kuala Lumpur pp.329

The volume is described as an introductory essay intended to stimulate and provide a basis for new thinking on the part of students and practitioners of public administration in Malaysia. The chapters include: the scientific method, the behavioural method, from scientific to behavioural and post-behavioural administration, the social science or interdisciplinary method, kinds or dimensions of behaviour personality of the civil servant in Malaysian context, strategies of Malaysian civil servants and conclusion. The need for training in public administration is stressed in the discussions.

9.6

ARORA R.K. & KUKAR J.C. **Training and Administrative Development**

HCM State Institute of Public Administration
(India) 1979 Jaipur pp.197

It is collection of essays on different aspects of training with emphasis on public administration. The role of trainer and need for training of trainers is highlighted in several essays. It is argued that trainer has a specific role in developing societies vis-a-vis civil servants. Other aspects like identification of training needs, choice of training techniques, post-training utilization and institution building are also discussed.

9.7

ARYEH ATTIR **Adaptation of Public Personnel Administration to Changes in Society**

International Institute of Administrative Sciences
(Belgium) 1971 Brussels pp.192

It is a comparative study of selected aspects of civil service administration. Four major subjects are discussed: recruitment and promotion, training, the relationship

between employment in the public and private sectors, and special problems which arise particularly in developing countries. The lack of adequately trained manpower and need for planned training is stated as a significant problem.

9.8

BAMBER GREG &
LEGGETT CHRIS

Industrial Relations Training at the Civil
Service College: Some Comments on the
Edinburgh Centre

Public Administration

London

(UK)

54

Summer 1976

pp.211-222

The paper examines the development of the Civil Service College and the three main functions it was proposed to fulfil. The emphasis is on personnel and industrial relations training and the scheme of middle management courses. Reference is made to the Human Aspects of Management module which consists of Facts, Skills, Techniques and Theories. The trainers reliance on traditional lecturing techniques leads to passive learning whereas the need is for participative learning which could include introductory remarks, briefing, role familiarization, role playing exercises and reports. Regarding evaluation, there is no direct long-term evaluation of the effectiveness of the courses in terms of change in managerial performance back in the work situation. A questionnaire issued after each session seeks comments on value of subject, quality of preservation and time allowed and course members are encouraged to add their unstructured comments on the assessment form.

9.9.

BRODIE F.

Fayol on Administration

Lyon, Grant and Green

London

(UK)

1967

pp.46

This is a translation of some of Fayol's basic writings organised in four main chapters: A Philosophy of Administration in the Public Sector, Experimental Administration and the Teaching of Administration. The author - Director of Research in the Administrative Staff College - has outlined Fayol's key views on administration. Fayol insisted that administration could be **taught** and should be approached in a spirit of scientific enquiry.

9.10

BUTLER W.P.

Notes on the Teaching of Public
Administration

Public Administration

Sydney

(Australia) XXX(1) 1971

pp.80-82

The basic requirements and knowledge aspects in teaching public administration are indicated with stress on communication skills, ability to put together arguments, organize work and reflect awareness of the context of a problem. The need for extensive knowledge and understanding of the environment in which the administrator works is also outlined. Some of these aspects, it is suggested, can be met through training programmes.

9.11

BYERS KENNETH T.

**Employee Training and Development
in the Public Service**

Public Personnel Association

Chicago, Ill.

(USA) 1970

pp.372

The book is in two parts, Part one examines the need, purpose and foundation of employee training and development, and Part two presents the theory, methods and application. Issues in the development process, organisation development and elements of the development policies and plans are emphasised in the first part. From the viewpoint of a trainer, the second part analyses the topics of determining training needs, learning, employee development methods, audio visual aids and evaluation. The training function is analysed in terms of the current and future directions. The appendices include outlines of a training system, managerial grid process for organisational development, organisational training needs profile and a planned experience programme.

9.12

CHAPMAN
RICHARD A.

Teaching Public Administration

Joint University Council for Social and
Public Administration

London

(UK) 1973

pp.59

It is a survey of current education, training and research programs in public administration in the United Kingdom, with special emphasis on the most recent developments in

study and training in the field. One chapter is devoted to a comparative review of the situation in the United States and Canada.

9.13

CIVIL SERVICES
DEPARTMENT

Civil Servants and Change

H.M.S.O.

London

(UK)

1975

pp.42

The report is an important analysis of the major problems of the Civil Service, and what needs to be done about them. The three parts of the report discuss the Civil Service today, the needs of the Civil Service and the task ahead. While the effort devoted to training by departments has been substantially increased, much remains to be done as revealed by a major review of Civil Service training undertaken to consider whether the division between the central and departmental training adequately reflects the needs of the service and whether these needs are properly met. Departments have been conscious of the need to improve their work-systems and their management and effort has been put into management training. It is stressed that all civil servants should have the opportunity to progress as far as their talents, appropriate training and experience could take them.

9.14

DAYAL ISHWAR

**New Perspectives for Public
Administration in India**

Training Division, Government of India
Training Monograph No.20

Delhi

(India)

1975

pp.33

It is a compilation of four articles, Administration for Development, Values in Administration, Debureaucratization of Administration and Crisis in Administration. Each of these seek to draw lessons for emerging perspectives of public administration in India. There is need for local innovation and indigenous work to meet the challenges of development. Public administrators must be responsive to the challenges of environment which should be perceived as opportunities and not as threats. Adoption of Western models have limited relevance in view of the basic problems of poverty, population and income differentials. It is noted that training of public administrators, imaginatively planned and executed, can provide a useful input to the administrators.

9.15

DAYAL ISHWAR

Training for the Future - Development
of Administrators

Economic Times

Bombay

(India)

Dec. 16, 1975 pp.5-6

Apart from the training in any special field that an official may need, and when he experiences the need for it, training in two other areas seems necessary in public service. The training inputs likely to be necessary in the growing social-psychological milieu are: (1) Sensitivity in respect of the human aspects of public administration and leadership, and (2) Analytic skills for decision-making using behavioral, mathematical and other sciences. This is particularly important because in government, everybody is so completely busy with the routine that no one is available to do any thinking about preparing administration for the future. Trainers are not available and so is the case with indigenous training literature.

9.16

ECA SECRETARIAT

Education and Training of Public Servants -
An Overview of the African Scene

**International Review of Administrative
Scene**

Brussels

(Belgium)

XLV(2)

1979

pp.99-102

Training in Africa is still beset with many problems. There is increasing demand for better services and products implying better quality instruction within the training system. Many institutions have inadequate funds to execute their functions effectively. At the same time there is a great deal of duplication and overlap of training institutions and facilities in many African countries. There is acute shortage of teaching materials, especially African case studies, as well as text books. As the main objective is to make training relevant to local requirements and to stimulate actual work situations these difficulties will need priority attention.

9.17

FRY, G.K.

Some Developments in the British Home
Civil Service Since 1969

Public Administration

Sydney

(Australia) XXXI(3) 1972

pp.202-217

The article analyses the Post-Fulden Civil Service and the new style of government based on the central management of the civil service. The emerging issues in post-entry training are noted in the context of institutions operating for training of public personnel. The expected change in the organisation of work and openness in government are mentioned. It is suggested that these developments will further underline the need for training in government.

9.18

GARCIA-ZAMOR,
JEAN-CLAUDE

A Typology of Creole Bureaucracies

**International Review of Administrative
Science**

Brussels

(Belgium) XXXVIII(1) 1972

pp.49-60

The discussion covers the ten Caribbean countries known as the Commonwealth Caribbean. The lack of professional training and the need for training opportunities through local trained trainers is highlighted. On the other hand, the problem is made acute by brain drain.

9.19

GARDNER C. JAMES

Organisation & Methods Development in
Government of Canada

Public Administration

London

(UK) 54

Autumn 1976

pp.283-313

The article traces the developments in various phases: 1946-51, the O & M Division, 1951-60, the O & M Service, 1960-67, the Management Analysis Division, and 1967 - the Bureau of Management Consulting Services. During the second phase, training lectures and courses became an integral part of O & M activities. O & M specialists were in demand for the training programmes which included formal training as well as on-the-job training. The author cites governmental, parliamentary, departmental, and civil service commission reaction to the O & M Services. The current Bureau of Management Consulting consists of five

divisions, (i) Operations and Methods Division, (ii) Organisation Analysis Division, (iii) OR Division, (iv) Data Processing Division, and (v) Personnel Consulting Division. The Bureau is a service and not a controlling agency.

9.20

ELYAS BIN OMAR 'The Civil Service Systems in Malaysia' in Amara Raksastaya & Heinrich Siedentopf (eds)

Asian Civil Services - Developments and Trends

APDAC & Konrad Adenauer Foundation Kuala Lumpur
(Malaysia) 1980 pp.566

In the context of the civil service system in Malaysia, the training of public personnel is outlined with reference to pre-service and in-service training. The role of the apex training institution, INTAN (National Institute of Public Administration), is discussed. It is explained that administratively within the government, the Training and Career Development Division of the Public Services Department is responsible for the administration of training policies.

9.21

ELYAS BIN OMAR 'National Institute of Public Administration, Malaysia'

in INAYATULLAH (ed)
**Management Training for Development:
The Asian Experience**

The Asian Centre for Development Administration Kuala Lumpur
(Malaysia) 1975 pp.121-157

The paper discusses in detail the establishment of the Institute (INTAN) in 1972, its organisational structure including its strategy since 1974 and the training of the staff, the dynamics of support mobilization, identification of training needs, training methods employed in the Institute and the evaluation of its programmes primarily designed to train and develop the civil servants of Malaysia. As an institutional device it is indicated that INTAN's objectives, organisational structure, its course contents, training strategy, approach and methodology is for the achievement of two main aims: firstly, to foster innovative behaviour and to transform progressive ideas into action and, secondly to function as a conduit through which governmental policies and programmes can reach their ultimate beneficiaries.

9.22

ENGELBERT
ERNEST A.

The Education and Training of Public
Managers for Development Administration

in SHARMA, S.K. (ed)
**Dynamics of Development: An International
Perspective Vol. I**

Concept Publishing
(India) 1977 New Delhi pp.616

It is stressed that training of public managers has been inadequately studied in developing countries. Relying on the Working Group report of the International Association of Schools and Institutes of Administration established in 1974, the author has discussed aspects of program focus and objectives, curricular content, institutional structure and arrangements and concluded that training of public managers should be given greater priority and support.

9.23

GOMEZ RAJA G.

Training in Government in Sri Lanka

(Paper prepared for UNACDA Conference of
Training of Trainers - Tehran, May 1975)

Academy of Administrative Studies
(Sri Lanka) 1975 Colombo pp.37

The paper outlines the evolution and existing framework of training of government personnel in Sri Lanka. The role of the nodal Academy of Administrative Studies is analysed in terms of pre-service, in-service and refresher types of training. It is noted that while there is increased consciousness about the need for training in government, the existing facilities and plans are inadequate to provide a reasonable coverage of personnel at different levels in government. Several additional constraints are brought out e.g. inadequate training material, especially local, and lack of trained trainers. It is suggested that development of formal time bound training plans will be necessary to provide quality training to priority groups with well-identified training needs. In all these tasks the trainers in government have a challenging responsibility.

9.24

GOSLIN R.C.

Development and Training of Senior
Administrators in the U.K. Civil
Service - A Review of Issues and Trends

**International Review of Administrative
Sciences**

Brussels

(Belgium) XLV(1) 1979

pp.6-20

Some preliminary concepts and attitudes are clarified followed by a discussion of design of programmes, management of development and training, staffing requirements and assessment and evaluation. The need for policy decisions in the formulation of Central Government policy on training and development of its senior administrators and the role of the Civil Service College is stressed. Special areas for further research are mentioned. These include: identification and analysis of needs, preparation and provision of programme materials in public administration study areas, use and impact of learning methods, validation and evaluation of programmes, and research into public administration processes, systems and institutions.

9.25

GOVERNMENT OF
MALAYSIA

**Training for Development in West
Malaysia**

Prime Minister's Department

Kuala Lumpur

(Malaysia)

1969

pp.180

The report is the outcome of a training survey conducted jointly by the Development Administration Unit and the Government Staff Training Centre. The area covered by the survey extended over all Federal Ministries and Departments, State Branches of Federal Departments and State Secretariats, thirteen Statutory Bodies and four Local Authorities. The survey also relied on written questionnaires and interviews. The areas examined include training policy, existing training arrangements and effectiveness evaluation, provision of adequate training, training for administrative leadership, training of professional and non-professional officers as well as clerical, technical and other support groups, training and career development and the role of central training institutions. The report also discusses the benefits of post-entry training and the cost of providing. In all 102 recommendations were made which in a way are the foundation of extensive, quality training of civil servants in Malaysia today.

9.26

GREBENIK E.

The Civil Service College: The First Year

Public Administration

London

(UK)

50

Spring 1970

pp.127-138

A number of questions faced by the College, founded as a result of the Fulton Committee's recommendations, are discussed in the context of development of civil service training. Different types of training - training for specialists, training for administrative trainees and job-related vs. career-related training are analysed. The role of teaching staff including its professional development and the role of research are outlined.

9.27

GREEN HARRY A.

Administrative Training: Some Implications
of the Udoj Commission Report

**The Quarterly Journal of
Administration**

Ibadan

(Nigeria)

X(1)

October 1975

pp.55-62

The article analyses some of the administrative training implications of the Public Service Review Commission (Udoj Commission) Report. The Commission in Nigeria focussed attention on training as a corrective strategy. It stated that a result-oriented public service can only come through specialised personnel. The article examines the degree to which new training methodology should be explored and adopted to meet the needs of training. It is also suggested that the degree to which future training should be work-centred and problem-solving oriented has to be studied.

9.28

GREEN HARRY A.

An Innovative Approach to Administrative
Training: An Experience from Nigeria

Journal of Administration Overseas

London

(UK)

XVII(1)

1978

pp.28-34

The author distinguishes between administrative education and administrative training and feels that the latter tends to be oriented toward the development of job-specific skills that have immediate application. In this context, the designing of the MPA programme in the University of Ife is explained in terms of programme objective, and the approach. The syllabus was divided into

four parts: (1) required reading (general); (2) required reading (Nigeria); (3) selected recommended additional reading; and (4) policy areas for analysis. In view of the limited availability of teaching material, the syllabus was more of a guide than a directing instrument. In conclusion, the approach emphasised the importance of analysis for a practical problem, encouraged an attitude toward completion of the project, encouraged group cohesiveness to plan, develop, complete and defend the project and encouraged decision-making behavior as well as the importance of communicating decisions effectively.

9.29

GREENSTREET D.K. Public Administration and Higher
Education in Ghana: 1960-70

**International Review of Administrative
Sciences**

Brussels

(Belgium) XXXVIII(1) 1972

pp.12-20

The teaching of public administration in the Institute of Management and Public Administration, keeping in view the need to provide the country with better trained managers and administrators, is discussed. The curriculum is explained and it is concluded that lack of trained trainers has hampered the potential contribution of the school.

9.30

H.C.M. STATE
INSTITUTE OF
PUBLIC
ADMINISTRATION

**Civil Service Training: Some Issues
and Problems**

Occasional Monographs

Jaipur

(India)

1972

pp.40

The monograph has four papers on training and an effective civil service, case for training, trainers responsibility, role of research in training, and training and attitudinal change - present inadequacies and future prospects. The need for trained trainers is highlighted in all the papers. In fact it is argued that the trainer has a unique responsibility in civil service training which has to be well understood. The trainer needs professional expertise and understanding about the training process. He has to be aware about the target trainee group. By having a substantive understanding of the organisation, the trainer can have a stronger negotiating position. Finally, the trainer must evaluate his results. Civil service training has certain characteristics and the trainer must consistently pursue the goal of making training valid and convincing.

9.31

HARAGOPAL G. & ALI SOFIA Equipping Civil Servants for Challenges of Development Administration

Journal of National Academy of Administration

Mussoorie

(India) 16(1) 1971 pp.57-64

The article points out the need for changes and modifications in the existing training methods of higher civil servants in India. Apart from changes in the curriculum there is need for exploring additional training methods and developing supporting material. It is indicated that there is a lack of trainers qualified for the new tasks.

9.32

HOPE KEMPE R. Development Administration in Post-Independence Guyana

International Review of Administrative Sciences
Brussels

(Belgium) XLIII(1) 1977 pp.67-72

The post-independence situation is examined in three parts, firstly, the structure of development administration in Guyana is examined, secondly, the major factors affecting development administration are discussed and analysed, and thirdly, some policy solutions are offered. In conclusion, the paper sums up some of the steps including training that can be taken for improving the administrative structure and the decision-making process in public administration.

9.33

HOYLE A.R. The Role of Senior Administrators in Developing Countries - A Systems Approach

Public Administration

Sydney

(Australia) XXXII(4) 1973 pp.383-391

The tasks and role of senior administrators is discussed and the inadequacy of trained human resources in developing countries is highlighted. According to the author, it is imperative to develop a training sub-system which will convert the educated human input into a training input. Senior administrators only pay lip service to training and even view it as a threat. The role of a senior administrator has therefore to be one of the key modernizers where training is a must to improve his competence.

9.34

HOYLE A.R.

Some Deficiencies in the Training of
Senior Administrators for Developing
Countries

**International Review of Administrative
Sciences**

Brussels

(Belgium) XL(4) 1974

pp.329-334

The content and aims of administrative training are discussed but, it is noted, training is still very far from being the effective tool which can materially assist the administrator to face the future. Evolutionary change has been the norm, in training as in most other aspects of administration, but in the face of escalating demands in a rapidly changing world, it would seem that the time has come for radical change as training is going to take its rightful place in assisting administrators.

9.35

HUNSAKER P.L.
et al

Assessing and Developing Administrators
for Turbulent Environment

Administration & Society

Beverly Hills

(USA) 7(3) 1975

pp.312-27

The paper notes that while the environment in which administrators must operate is becoming more and more turbulent, and although organisation structures and administrative processes are being developed to offset these conditions, little is being done to assess administrators' capabilities for coping with them, or to develop the required behavioural skills. An assessment model for identifying and developing administrators with the necessary capabilities for coping effectively with turbulent field environment is presented. Some suggestions including training for its application and future investigation are also presented.

9.36

HYDE ALBERT C. &
SHAFRITZ JAY M.

Training and Development and
Personnel Management

Public Personnel Management

Washington, D.C.

(USA) 8(6) Nov.-Dec. 1979 pp.344-349

Even though there is increasing commitment to training and development, training is often viewed as a stepchild of the personnel and human resources management functions. Training is part of the process of development that advances and maintains individuals with the organisation.

It is essentially an activity sequence within employee development based on several key criteria. Trainers, on the other hand, seek autonomy in part to establish the credibility of their own function. Yet trainers are constantly besieged with an array of operational tasks and distractions. The authors have identified a set of professional tasks for the trainers in the eighties.

9.37

IBOKO J.I.

Developing the Administration in a
Developing Country - Nigeria

**International Review of Administrative
Sciences**

Brussels

(Belgium) XXXVIII(2) 1972

pp.193-197

The managerial characteristics and problems in a developing country such as Nigeria are discussed and suggestions for improvement of administration are outlined. These include training of personnel and the need for trained trainers in government. Trainers can provide programme commitment on the part of the personnel.

9.38

JOHNSON A.W.

Education and the Development of
Senior Executives

Canadian Public Administration

Toronto

(Canada) 15(4) 1972

pp.539-57

The paper identifies the skills usually required of senior civil servants, and evaluates their opportunities to develop these qualities in their day-to-day work. The qualities required of a senior executive include a thorough knowledge of their disciplines, a good understanding of analytical techniques, a feeling for the society in which they live, and some familiarity with modern management methods. The role of training in this direction is outlined.

9.39

KABOHA J.B.

The Civil Service Vis-a-vis Economic
Development and Integration

**The Quarterly Journal of
Administration**

Ibadan

(Nigeria) VI(1) October 1971 pp.187-193

African countries are still engaged in an attempt to establish administrative structures which are adapted to conditions prevailing in them and capable of implementing government policies efficiently. There is even scarcity of well trained and experienced officers for the traditional departments of governments let alone public enterprises. Officers have to be selected carefully using rational achievement-oriented norms. The importance of training in this context is emphasised.

9.40

KAKAR SUDHIR

'Leadership Training in Administration'

in B.C. MATHUR et al (eds)
Management in Government

Publications Division, Government
of India

New Delhi

(India) 1979 pp.433

The article examines the problem of content and problem of effectiveness of leadership training in administration. Factors including reaction to training programmes, learning in leadership training and effectiveness on job are identified and discussed. The need for competent trainers for effective training is stressed.

9.41

KEELING DESMOND

The Development of Central Training
in the Civil Service 1963-1970

Public Administration

London

(UK) 49 Spring 1971 pp.51-71

The period in the development of central training with which the author is concerned lies between the setting up of the Treasury Centre for Administrative Studies in 1963 and the opening of the Civil Service College in 1970. These two events divide the post-war development of central training in phases, each different in scale, content and organisation. Phase One, 1963-66, represented the years of experiment; Phase Two, 1966-70, the years of

expansion. In 1970, when the Civil Service College started, the most important changes by comparison with 1963 were the established interest in training within the civil service; the significant number of civil servants who have had at least part of the training they needed and a wide range of contacts and goodwill between civil servants and teachers in several disciplines, management consultants and business firms.

9.42

KERNAGHAN
KENNETH

Identity, Pedagogy and Public Administration:
The Canadian Experience

Public Administration

Sydney

(Australia) XXXII(3) 1973

pp.286-296

The article discusses research on Canadian Public Administration, patterns of organisation, and the different approaches to the subject, e.g. as administration and as political science. In Canada, mid-career programmes for administrative practitioners are an integral part of the course of study at three universities. It is argued that the future emphasis will be increasingly on the training of public officials for various levels of government. Even the traditional programmes will be more interdisciplinary in course content and interdepartmental in organisation and the trainees will benefit from a greater choice of courses within a coherent programme.

9.43

KHAN JAMAL

Administrative Change and Development
in Barbados

**International Review of Administrative
Sciences**

Brussels

(Belgium) XLI(2) 1975

pp.149-158

The administrative changes and developments that have occurred in Barbados, especially since independence in 1966 are emphasised. A Training Division in the Prime Minister's Office is one of the most important agencies in Barbados for stimulating and activating administrative development. It is providing a wide range of training courses which have been designed to help ministries, public departments etc. to maximise their efficiency and effectiveness by making the best use of people at work. The Training Division is involved in a number of studies concerned with the administrative/organisational procedures in use and the tasks/assignments involved.

9.44

LEE BOON HIOK

'The Public Personnel System in Singapore'

in AMARA RAKSASATAYA & HEINRICH SIEDENTOPF
(eds)

**Asian Civil Services - Development and
Trends**

Kuala Lumpur

(Malaysia)

1980

pp.566

There is increasing stress on more practical and comprehensive training programmes for civil servants. A Staff Training Institute which opened in March 1971 provides four areas of training for civil servants. As part of career development training, awards are available from the Public Service Department.

9.45

MINOGUE MARTIN

The Public Administration in Mauritius

Journal of Administration Overseas

London

(UK)

XV(3)

July 1976

pp.160-167

The article surveys a number of earlier administrative reports - Meacock, Newton, Meade and Gardner Brown. The present Four Year Plan places emphasis on intensification of training of public servants. A Centre for Public Administration and Local Government, in the School of Administration at the University of Mauritius has developed a full programme of training for officers in different public services. Courses are specifically designed to provide a practical orientation, while at the same time, providing officials with a thorough grasp of crucial developmental studies in economics, administration, sociology and quantitative methods. Full-time generalist courses of one year for senior administrative officers, a professional training programme of two to five years for senior officers and full-time course of ten weeks' duration are available. Part-time release courses for lower level routine training at the departmental level are also available.

9.46

MOSHER F.C.

Public Service in the Temporary Society

Public Administration Review

(US)

31(1)

1971

pp.47-62

The author reflects on society and the demands upon government, including some of the underlying dilemmas which face public service of the near future. The second

part discusses the probable implications of the social directions for the public service, the personnel systems and the academic institutions. A case is made for training for public services.

9.47

NANEKAR S.R. Public Administration Training for Change

International Review for Administrative Sciences Brussels
(Belgium) XXXIX(1) 1973 pp.56-60

The characteristics of trainers - both academics and administrators - for public administration training are discussed. These include capacity for problem-oriented research and skill in imparting on-the-job training to administrators. Ideally the trainer should be an administrator and an academic rolled into one in order to provide public administration training for change.

9.48

NICOLSON I.F. Bureaucracy in Developing Countries

Public Administration Sydney
(Australia) XXX(2) 1971 pp.184-192

The organisation aspects and the need to strengthen the pyramid are discussed. Apart from unity of command, the bureaucracies should have professionalism as a desirable goal. It is suggested that professionalism in civil administration can be stressed and developed by means of education and training. Those who are qualified by training to govern should involve themselves in preparing blue prints and action plans for improved public administration in developing countries.

9.49

OGUNDELE J.A. The Higher Civil Servants and Training: Attitudes, Expectations and Frustrations

The Quarterly Journal of Administration Ibadan
(Nigeria) 7(1) October 1973 pp.41-49

The author stresses that proper training of the higher civil servants is imperative and increasingly recognised in Africa where nearly 50 Institutes/Schools of Public Administration have been established during the past decade. Different types of training - induction training, in-service training, on-the-job training and refresher

training are discussed. The issue of place of training - in Nigeria or overseas - is examined. It is stated that posting of officers after training must be made keeping in view the training acquired.

9.50

OWUSU-ANSAH K.A. The Ghana Civil Service in Retrospect
(1946-75)

Greenhill Journal of Administration Achimota
(Ghana) 2(4) 1975 pp.32-38

The author analyses the developments in the Civil Service in three parts: the Colonial Administration, Civil Service under CPP and under NLC 66-69, during Progress Party 69-72 and '72 to the present. The stress is on the ethos of the Civil Service and the emerging attitudes and values. Reference is also made to the training gaps and the crash programmes launched during the Africanization exercise. The blocks to acceptance are noted and attempts made to relate training to development orientation of the civil servants are outlined.

9.51

PAINTER G. The Civil Service: Post-Fulton Malaise

Public Administration London
(UK) 53 Winter 1975 pp.427-434

The paper is principally concerned with omissions in the sphere of personnel management and human relations in the post-Fulton phase. Subordinate grades are grouped into four categories - General (including the Administration Group), Science, Professional and Technology, and Training. The training provisions have been expanded by 30 per cent. The departments are responsible for 60 per cent of the effort, the Civil Service College 6 per cent with the remainder provided by internal institutions. The Civil Service College has not however won the complete confidence of the Civil Service. As a result of a later review, it was expected that the status of those engaged in training will be elevated and there will be better arrangements for monitoring departmental programmes followed by liaison between departments and the Civil Service College.

9.52

REILLY W.A.P.

The Experience of the Administrative College
of Papua New Guinea as an Agent of Change

Journal of Administration Overseas

London

(UK)

XV(4)

October 1976

pp.206-18

The article focuses on the problems of attempting to modify a particular organisation, namely the Administrative College of Papua New Guinea, to make it a more effective agent of bureaucratic reform. It attempts to illustrate through an account of practical experiences over a period 1973 to 1975. The article examines the ecological setting and the profile of the College in 1973. It examines the programme for action for 73-75, the identification and acceptance of objectives leading to formulation of programmes. The issues in implementation are analysed but the writer feels in conclusion that these need greater objective analysis before more progress can be made toward this solution.

9.53

RHODES R.A.W.
(ed)

Training in the Civil Service

Joint University Council for Social
and Public Administration

London

(UK)

1977

pp.85

The volume contains a collection of papers reviewing the development of central training in the Civil Service since the opening of the Civil Service College in 1970. It aims to analyse the objectives of Civil Service training; to identify the major issues and to discuss some of the alternative approaches to training. The book shows that straightforward instruction in management techniques and social sciences is not enough to transform the way in which the civil service works. Training civil servants is more a business of providing the stimulation that leads to self improvement. Civil servants cannot be made better policy makers or managers by attending courses. But they may be provoked into making themselves better civil servants by encouraging the spirit of self-questioning and debate. Training can help prevent the hardening of the intellectual arteries that can easily set in even at an early date. The book also indicates that dialogue between the Civil Service College and outside academics has a most important contribution to make to civil service training.

9.56

SAXENA A.P.

Training and Development in Government

Indian Institute of Public
Administration

New Delhi

(India)

1974

pp.108

The main objective of the book is to attempt an overview of training in government. Selected ingredients of training in government have been analysed with a view to identify common issues for strengthening training. These include designing on-the-job training, in-service training and post-training utilization. An attempt has been made to note the point of view of the trainer and thus help him in his job. The preparation of need-based training plans is outlined. The training of trainers is examined in terms of his role, designing programmes for trainers, choice of techniques and trainer effectiveness. It is stressed that development of trainers is a process of growth and change spread over a period of time, and can be considered to include the process of self-development.

9.57

SUBRAMANIAM V.

**The Zambian Administrative Experiment
and Experience**

**The Quarterly Journal of
Administration**

Ibadan

(Nigeria)

VI(1)

October 1971

pp.287-299

The author suggests that the Zambian experiment and experience are not unique except that problems which were encountered elsewhere over a larger period have crowded in on Zambian administration all together. The administrative machinery has survived and goes on working. The problem of Zambianisation is the problem of in-service training, general educational expansion and manpower control. The National Institute of Public Administration is handling the crash training programmes. Several other training institutions are also helping.

9.58

TYAGI A.R.

Administrative Training: A Theoretical Postulate

International Review of Administrative Sciences

Brussels

(Belgium)

40(2)

1974

pp.155-170

With special focus on India, the author examines the important issues involved in preparing the civil servants for adequate performance of their administrative roles. These include (i) the overall concept and philosophy of administrative training appropriate to a developing society of the 70s, (ii) determination and design of curricula contents of a training programme, (iii) designing appropriate techniques of training, and (iv) determining the institutional responsibility for training. These are discussed to provide a framework to study the existing system and future needs of administrative training.

9.59

UNITED NATIONS

Appraising Administrative Capability for Development

U.N.

New York

(USA)

1969

pp.116

The study in five parts deals with investment in administrative capability, performance, structure, environment, and appraisal for improvement. Also included are four notes on national planning survey methods, environmental relations, and the methodology of appraising administrative capability for development. Its major objective is to contribute to the learning processes of key people involved in the administration of developing nations.

9.60

UNITED NATIONS

Development Administration: Current Approaches and Trends in Public Administration for National Development

U.N.

New York

(USA)

1976

pp.189

This study is an attempt to restate the more up-to-date concepts in public administration thinking and practice concerning how to organise a public administration system. Part one gives background information, Part two, on the

development of administration, development, personnel and training etc. Part three is on the administration of development including government departments and regulating administration.

9.61

WU C.Y.

Development Administration: Current Approaches and Trends in Public Administration for National Development

United Nations

New York

(USA)

1976

pp.

The study has been divided into three parts - the background information, development of administration and administration for development. The last section contains detailed description of organisations. The main chapters deal with government departments, regulating administration and public enterprise as instruments of development. Various approaches in administrative technology are mentioned. It has been noted that training of administrators is essential for development in many developing countries even though the effort is limited by lack of trainers, training material and other resources.

9.62

WRIGHT MAURICE

Teaching Public Administration

Public Administration

London

(UK)

52

Spring 1974

pp.73-78

The author points out that while the teaching of public administration has the appearance of a growth industry, there is lack of central direction to coordinate and develop the work of Universities and colleges in the study of public administration. This is more serious because hundreds, if not thousands of professional administrators, specialists and teachers are teaching public administration full-time, part-time and spare-time. The quality of much of their teaching is poor and the material often inadequate and outdated. Several recommendations on the theme are discussed.

9.63

ZAMAN K.A.

'The Civil Service System in Bangladesh'

in AMARA RAKSASATAYA & HEINRICH SIEDENTOPF
(eds)

**Asian Civil Services - Developments
and Trends**

Kuala Lumpur

(Malaysia)

1980

pp.566

The place of training as part of management of public personnel system is outlined. In addition to mandatory training programmes, the civil service probationers undergo training in various local training institutions. The government is planning to set up a full-fledged training cell within the Establishment Division adequately supported by qualified officers and trainers to initiate, coordinate, supervise and assess the training policies and programmes. The government is also planning a training complex near the capital.

10. TRAINING - MANAGEMENT & MANAGEMENT DEVELOPMENT

10.1

AGARWALA A.N. Pre-Experience Training in Management
in India

ASCI Journal of Management Hyderabad
(India) 1(2) March 1972 pp.48-50

The author traces the growth of management education in India since 1954 and identifies some of the major ingredients for making it as worthwhile pre-experience training. A key step is the selection of faculty and the proper use of the time between training and research. Nevertheless the need for research cannot be neglected. Another important question is the choice of pedagogical tools. There is an over-emphasis on lecture method but this should be supplemented by writing of term papers and other methods. The fact that the emphasis on training is job-oriented, should be kept in view while designing it.

10.2

ALDERFER
CLAYTON P. Effect of Individual, Group, and Intergroup
Relations on Attitudes Toward a Management
Development Program

Journal of Applied Psychology Washington, D.C.
(USA) 55(4) August 1971 pp.302-311

Five approaches were used to provide information about the management development program: (a) individual interview, (b) fixed alternative questionnaire asking about the training program, (c) group interview, (d) fixed alternative questionnaire covering a number of satisfaction issues, (e) group feedback sessions in which the preceding data were presented and discussed. The twenty-four attitude statements about the program were factor analysed by the principal component method. The study tested the hypothesis that the reactions of organisation members to a management development program is a function not only of the individual level variables but also of group level variables.

10.3

ASHTON D. &
GIBBON B.

Information Needs in Management
Development

Management Decision

Bradford

(UK)

12(1)

1974

pp.28-36

Management development, while it aims to improve the individual's performance, must also be based directly on the needs of the organisation. This is possible only when management development is viewed as a system constituting interacting elements. Decisions regarding these interacting elements at various levels of management can be taken only when there is an organised information system. A framework of such an information system is presented and the information needs of four management groups are pointed out. Three levels of control which will have a direct bearing on the organisation of information are also noted.

10.4

BARRINGTON HARRY

Developing Personnel Training for
the Management Trainee

Personnel Management

London

(UK)

10(10)

October 1978

pp.38-41

Line managers are often reluctant to allow the personnel department to be involved in teaching their own trainees the art of managing people. The author describes his experience in developing such a programme. The three themes developed included a learning theme, a teaching/self-development theme and the individual/group theme. The experiment has relevance to roles; what should be the trainee's own role, should they be left to decide this for themselves in each instance, or should the 'organisers' impose roles on them for certain parts of the programme? And finally what role should the training manager adopt during the programme? The author feels, however, that the approach has a great potential.

10.5

BERNSTEIN LESLEY **Management Development**
(ed)

Business Books London
(UK) 1968 pp.188

Management development is visualised with twin objectives of improving managerial performance and organising management succession. This entails the regular assessment of individual performance and the provision of suitable training to meet the needs shown up by areas of weakness, where performance is falling short or future promotion will demand additional qualification. Recent progress in the development of training techniques e.g. business games and T-groups are well outlined. The text is supported by numerous case studies from a wide range of organisations. The book is concerned less to make out a case for any particular system than to see how the methods are working in successful organisations.

10.6

CENTRAL TRAINING **Training and Development of Managers:**
COUNCIL **Further Proposals**

(Report by the Management Training and
Development Committee)

H.M.S.O. London
(UK) 1970 pp.50

The publication, a follow-up of an earlier report, discusses the nature and practice for management, the techniques of systematically determining needs for management training and development, recruitment and selection, and the construction and operation of effective programmes of management training and development. There is reference to assessing the effectiveness of training and an appendix outlines the use of training in selection tests.

10.7

CENTRE FOR
MANAGEMENT
DEVELOPMENT

**Management Education for National
Development**

(First National Conference of
Management Educators in Nigeria -
Background Paper)

Benin City

(Nigeria)

1975

pp.18

The paper analyses the management needs of the Nigerian economy and the required management of educational programmes. Some issues and problems are identified for further discussion. These include the need to improve individual performance through the dissemination of techniques, and change of attitudes of work. As far as the institutions are concerned, they should aim at promoting the flow of qualified individuals through higher education. There is also need for effective institutional coordination, curriculum development, and technical services and support. Reference is also made to the problem of training and development of management trainers and the development of local resources. The strategic position of management trainers in the development of the country is stressed.

10.8

CRANE DONALD P.

A Dynamic System for Management
Development

Personnel Journal

Swarthmore, Pa.

(USA)

51(9)

September 1972 pp.667-674

Management development provides the vehicle to secure a cadre of competent personnel, but a systematic approach to the development of future key personnel, as opposed to miscellaneous unrelated training, is seldom taken. The author visualises management development as a system including training and development as an important ingredient. The training component includes development activities in general, middle level and executive training. There is suggestion for a personal development plan to operationalise the training inputs.

10.9

DAYAL ISHWAR

Management Training in Organisations

Prentice-Hall

New Delhi

(India)

1970

pp.163

The book reviews the significant issues involved in the training of managers and examines the role of the organisation, the trainer and the trainee. Part I includes discussion of the learning process and how the trainer can create an environment of learning in a training situation, Part II discusses determining training needs of an organisation, and Part III is a manual for the trainer with stress on training techniques with illustrative simulation exercises, problems and cases.

10.10

DEPARTMENT OF
EMPLOYMENT

**Survey on Management Training and
Development**

H.M.S.O.

London

(UK)

1971

pp.70

The survey, conducted under the auspices of the Central Training Council, examined what has been attempted, what has been achieved and the requirements for future progress. The recommendations relate to the content of management development schemes, the national organisation and objectives, the Training Board organisation and objectives and the methods and resources. A key assumption in the survey was that managers can be helped to learn; they are not wholly at the mercy of accidents or situation.

10.11

DEPARTMENT OF
EMPLOYMENT

**Training for the Management of Human
Resources**

H.M.S.O.

London

(UK)

1972

pp.48

The professional specialist should be seen by an organisation to be an integral part of the management team. He should therefore acquire an understanding in depth of relevant behavioural concepts and specific practitioner competences necessary to become a specialist in one or other of the functional areas of human resources management. Three areas have been identified which contribute to full professional competence: common core of knowledge and skills, knowledge about specialised

functional areas and specific practitioner knowledge and skills. The report suggests that in view of the variety of sources of recruitment into the profession, care should be taken to ensure that the existing skills, knowledge and experience of individuals are borne in mind when a programme of appropriate training is being arranged. A set of appendices outline the functions of human resources management, identification of training needs, examples of appropriate learning experience and examples of training modules.

10.12

DE BANNE J.G.

Management Education for Tomorrow's Society

Canadian Public Administration

Toronto

(Canada)

14(3)

1971

pp.354-372

The article attempts to outline the evolution of several key aspects in management education which will shape the environment in which tomorrow's managers will have to manage. Some attributes, e.g. (i) society and the environment, (ii) information systems, (iii) man, and (iv) organisations, are identified. The managerial attributes considered are part of a framework.

10.13

DITTRICH J.E.

Management Development in Non-business Organisations: A Design and Its Evaluation

Journal of Management Studies

Oxford

(UK)

15(3)

October 1978

pp.340-6

A management design for non-business administrators is described which incorporates programmed instruction, case studies, experimental exercises and brief lectures. The design is spread over eight sessions of a duration of two and a half hours each. The design can be directed to a wide range of participants for effective training. It is claimed that it will lead to high levels of acquisition and retention. A trained trainer can translate the design into formal training.

10.14

DROR Y.

Future Studies and Management Development

Futures

Sussex

(UK)

5(6)

1973

pp.536-42

There is potential relevance of future studies to management: scenario construction can be used for relating present decisions to future goals and images; extrapolation can be used for short-range predictions as they affect decisions, Delphi method and model design are useful aids and the invention of alternative futures encourages creativity. Getting the most out of future studies requires a variety of changes in the management system and the organisational culture. This can only be achieved through management development and training including training of trainers.

10.15

FINK M.

Uneasiness Over Management Development

Journal of European Training

Bradford

(UK)

3(1)

1974

pp.49-52

A central problem in the future will be the development of a dynamic open organisation capable of learning. Two barriers stand in the way of management development in this regard: the traditional form of hierarchic organisation, and inability of the staff to put their knowledge and skills into practice. This can be overcome by a diagnosis of the organisational and management problems and the integration of managerial and social skills. An outline of a management programme designed on the above premises is outlined.

10.16

GUPTA S.P.

Training and Development of Managers

Indian Journal of Training and Development

Delhi

(India)

9(5)

Sept.-Oct.1979

pp.10-13

It is explained that a training programme involves not only financial outlays but also human aspirations of the participants. To improve the efficacy of training, several steps are necessary. These include identifying proper training needs which should be related to both the organisations demands and the individual requirements. This should be supported by active support from top management and positive attitude of the trainees. The

trainer should contribute to choice of proper training methods and techniques and subsequent evaluation of training programmes. It is also explained that the training dose should not be too heavy to disturb the learning process. Finally, training should not be treated as an isolated exercise but rather part of a total management development plan.

10.17

HACON RICHARD

A Change of Course in Management Training

Personnel Management

London

(UK)

8(2)

February 1976

pp.30-33

Management training problems often hidden in developed societies are thrown into relief in less well-developed countries. The author describing his experience as a director of a management development workshop in the Philippines, suggests that a skill conversion process of some magnitude must take place on two separate but related fronts. Business school teachers will need to act more as consultants and less as knowledge experts once they begin to work with organisation families; and many management development advisers will need to act more as catalysts and less as processors of forms and procedures. They will need to act as 'the man left behind' to continue internally the process of innovation and regeneration begun by business school teachers.

10.18

HAGUE HAWDON

Management Training for Real

Institute of Personnel Management

London

(UK)

1973

pp.125

It is argued that job related, and preferably on-the-job training is more effective on both educational and economical grounds than off-the-job training. This is illustrated with five case studies. These cases deal with issues such as training projects, personal coaching, self-appraisal and process consultation. The cases are designed to support the principles laid down in the body of the text.

10.19

HANDY C.

Pitfalls of Management Development

Personnel Management

London

(UK)

6(2)

1974

pp.20-5

There are different ways of developing managers. What is appropriate in one situation for one individual may not be suitable in another context for another manager. Organisations have their own cultures and sub-cultures. For management development to be successful, a cultural fit between the organisation, the individual and the method of development is essential. In this connection, reference is made to four kinds of culture in any set-up; the power culture, the role culture, the task culture, and the individuals. The trainer has to be conscious of these aspects when planning training as part of management development.

10.20

HOUSE ROBERT J.

Management Development: Design, Evaluation and Implementation

Bureau of Industrial Relations,
Graduate School of Business
Administration, University of Michigan

Ann Arbor

(USA)

1967

pp.138

A compilation of seven papers, the book analyses the theme of management development with emphasis on the role of training in inducing change. Issues in designing organisation-wide development programmes are discussed followed by an examination of the evaluation aspects. There are appendices on (i) management development: a conceptual framework, some propositions and imperatives, and (ii) empirical studies concerned with management development efforts.

10.21

JAEGER J.B.

Roadblocks to Management Training in
Development Countries

SAM Advanced Management Journal

New York

(USA)

36(3)

1971

pp.59-63

The basic techniques of management development in developing countries are largely imported from Western countries. The process of application and adaptation faces several roadblocks. The attitudinal roadblocks include the attitudes of fatalism, short-term view, attitude toward

work and the attitude toward exactness. In order to facilitate the training process, the roadblocks have to be resolved. The training courses offered thus must be not only understandable, but also acceptable.

10.22

JAIN R.C.

Systems Approach to Management Development

Indian Management

Delhi

(India)

12(12)

1973

pp.19-27

According to the author, current management development suffers from many drawbacks, e.g. lack of clarity of objectives and sincerity of purpose, wrong thinking that MD is sending managers to training programmes, failure to identify proper functions of management, incompetent trainers, lack of proper organisational climate, lack of monitoring of MD efforts and lack of proper perspective about MD. The author provides a system perspective and stresses that MD programmes must be compatible with the system of management in which training must be used. The trainer has a vital role to play in this context.

10.23

KENNEY J.P.J. &
DONNELLY E.L.

Management Training and Development

Harrap

London

(UK)

1972

pp.222

The book, written in cooperation with the Institute of Personnel Management, puts forward methods by which the effectiveness of manpower can be maximised through systematic training. It is in three main parts. The first five chapters deal with the training function, the factors which determine training policies and the use of training resources, the identification of organisational and individual training requirements, and the design and evaluation of training programmes. Chapters six to thirteen examine the ways in which training can be applied to categories of employees from operative to management levels. There are two appendices on guide to training techniques and management training and development control forms.

10.24

KITCHELL A.R.B. A Perspective on Management Training
& WONG V. in Hong Kong

**Hong Kong Journal of Public
Administration**

Hong Kong

(Hong Kong) 1(1)

June 1979

pp.19-29

The authors feel that management training in the public service should be viewed in its particular context. For Hong Kong, this means the acceptance of a pragmatic, 'value-free' approach and concentration on administrative skills for the running of an ongoing system. There is a strong tradition against holding compulsory courses: training needs are expressed by individuals through nominating themselves for courses, or by departments arranging specific courses to meet their needs. The article outlines the organisation of management training by the Civil Service Training Division. Reference is made to the training survey reports produced jointly by the Civil Service Training Division and government departments in 1977-78.

10.25

LATHROPE K. Developing the Experienced Manager

Management by Objectives

Weybridge,
Sussex

(UK)

1(4)

1972

pp.46-50

The perception of the individual of his environment, the individual's self-perception and his relationships are neglected concerns as far as training for modifying personal attributes is concerned. These areas of training, as well as that of knowledge and technical skill training, will only be achieved if the methods used are based upon accurate understanding of how people learn. In order to be effective, training has to start where the manager is, and it is learning goals which should lead to training goals, and not the other way round. In this context, some of the basic problems in current training practices are pointed out.

10.26

LEIDECKER JOEL K. The Impact of Management Development
& HALL JAMES L. Programs on Attitude Formation

Personnel Journal Swarthmore, Pa.
(USA) 53(7) July 1974 pp.507-512

The goals of management training programs are, in general: (1) transmitting a body of knowledge; (2) providing a set of skills for the application of that knowledge; and (3) providing a framework of attitudes and values to serve as guides for effective managerial behaviour. Through all phases of a training program, individual managers, their peers and trainers are constantly interacting. However, too much training in this area is done in a vacuum and there is little evaluation about program effectiveness. Whatever evaluation is conducted is subjective. Measurement of skills as to attitude change is generally lacking.

10.27

LOVETT M. Post-experience Management Training -
Development of Management Skills

Accountant London
(UK) 165 1972 pp.263-6

Management training for the experienced must be as practicable as possible and keep him from his job for as short a time as possible. Post-experience management training must be concerned with skills development through participative approach. These skills are ability to think effectively, formulating and then evaluating possible courses of action, communicating, motivating, delegation and planning. There is also need for leadership skills to ensure that problems are properly analysed and solutions worked out.

10.28

**Management Education and Training
in India**

V.M. Institute of Cooperative
Management Poona
(India) 1971 pp.231

This is a collection of papers with a report on the proceedings of a conference on management education and training organised by the National Institute of Cooperative Management, Poona. The conference was held in

five sessions - review of management education and training programmes in India and inter-institutional collaboration, management education techniques, training of trainers, research in management and collaboration with academics. The questions raised included: who should be taught, what should be taught and who should teach. These questions involved the range of training techniques, the need for trained trainers and their role. A view was suggested that executives should become trainers but it was also noted that no one can teach just experience to students in a classroom. A trainer has to have the ability to conceptualise his experience before he can contribute to teaching.

10.29

MARKWELL D.S. & **Organisation of Management Development**
ROBERTS T.J. **Programmes**

Gower Press London
(UK) 1971 pp.182

The book is in two parts: Part one relates to designing the programme and Part two about six management development case histories. Part one discusses practical starting points for management development, establishing management development needs, management career planning, learning characteristics in management development, sensitivity training, technology of management development and evaluation of training. The role of trainers and the need for trained trainers in these areas is stressed.

10.30

MINKES A.L. & **Management Training in Sri Lanka** WITHANA R.M.

Sri Lanka Academy of Administrative Studies Colombo
(Sri Lanka) 1977 pp.91

This publication is the outcome of a survey conducted in 1973 to establish some basic ideas and data about management training requirements in Sri Lanka, with emphasis on the public sector. The survey indicated that attitude towards management training was positive and encouraging. The government departments/ministries noted general management as a training area of high priority for senior, middle and junior grades. However, only a very small number of departments, corporations and private firms had training divisions that conducted some form of training. There was little evidence of a formal system for performance appraisal and relating training activity to intended career progress of managers. Reasons given included lack of competent training personnel and inadequate facilities in the training institutes.

beginning. The emphasis was on ensuring participation and to that extent the role of a trainer was different from other management programs.

10.34

NSARKO J.K.

Simulation and Management Training

Greenhill Journal of Administration

Achimota

(Ghana)

1(4)

1974

pp.68-73

The article discusses the advantages of simulation in management training. The use of games and simulations enables the learner to develop analytical thinking, insight and sensitivity. The general features of management games are outlined and the limitations are indicated as questions about the validity of games. Taking an overall view, simulation approach can be utilized for predictive as well as instructional purposes. In the new training schemes, the use of simulation method is recommended for improving decision-making skills in complex situations.

10.35

NIT J.

Management Training at Ghana Institute
of Management and Public Administration

Greenhill Journal of Administration

Achimota

(Ghana)

1(1)

1974

pp.1-8

After explaining the concept of management development, the author describes the four types of courses offered at the Institute. These are the Senior management development course, the Diploma course, the Introductory course for specialists and Special/functional courses. The training courses are designed to meet specific training needs and the curriculum and syllabus for each course is devised, as far as possible, to meet the requirements of each group. The broader aim is to induce the quality of leadership apart from providing administrative knowledge as the individual rises in his executive career.

10.36

OPUKU-AFRIYIE Y. Change and Management Development
in Ghana

Greenhill Journal of Administration Achimota
(Ghana) 1(3) 1974 pp.80-90

Management development in this article refers to the national development of executive capacity of a country through an orderly or programmed "post call" training of middle and top echelon personnel for increasing efficiency for development. Conditions for effective management development are noted along with management response to change. The author suggests that use of selected training techniques could help intensify change consciousness and desire for organisational reforms among participants and through them in management generally in Ghana.

10.37

PHEYSEY D. Off Course Considerations in Training

Personnel Management London
(UK) 4(12) 1972 pp.26-9

Four major reasons for undertaking management training are outlined. These include development, conversion, emergency and strategy. The paper contends that the development of an individual is likely to be more effective when it is linked with strategic objectives involving the simultaneous development of his associates. Secondly, the conversion of a man from one stage to another of his career is preferably accomplished in the company of those whom he will be joining rather than his scattered peers.

10.38

PLANT ROGER & TUFFIELD DAVID Management Training and Organisational
Change

Journal of European Training Bradford
(UK) 2(3) 1973 pp.264-271

The article describes the evaluation of a five-day programme with the overall objective of achieving organisational change. The programme was based on a statement of learning themes and activities based on a Personnel Training Model for organisational change. The model stresses on three key elements, development of individual action plans, stages for introducing change and implementation of action plans. The design was developed

10.41

REVE T.

Management Training Through Partly
Autonomous Study Groups: A Case Study

Journal of European Training

Bradford

(UK)

3(2)

1974

pp.130-40

The case study describes how a system of partly autonomous study groups and seminars has been integrated into an internal management programme of one of the very big industrial corporations. The purpose of the case study is to show the flexibility of this approach to management education, and how it is possible to design a study programme according to the individual needs of a particular organisation. A major discussion relates to the application of a system of continuous evaluation.

10.42

ROY DELWIN A.

Management Education and Training the Arab World

**International Review of Administrative
Sciences**

Brussels

(Belgium)

XLIII(3)

1974

pp.221-228

The perspectives and current issues in management education and training are discussed. The question of the timing of training programmes, inavailability of teaching materials and methods, and evaluation is analysed. The need for moving away from heavy reliance on western techniques and concepts as taught in Europe and the United States is stressed. In conclusion, it is noted that there must be a decisive break with the traditional approach to public administration, or at the very least, additions and modifications to curricula that address the new tasks facing Arab bureaucracies.

10.43

SCHEUPLEIN H.

Guiding Factors for Group Training in
Management Training and Business Management

Integrated Management

Bangalore

(India)

7(4)

1978

pp.7-12

Guidance of group work requires knowledge of such factors as group efficiency, group formation, educational targets, group observation, group size, feedback and individual qualification of the group members. The different methods in use in managerial group training are noted. The author later outlines a practical procedure of management training for groups in different steps.

10.44

SCHMUCKLER
EUGENE

The Problems Involved in the Establishment
of a Management Development Program

Personnel Journal

Swarthmore, Pa.

(USA) 50(10) October 1971 pp.790-795

In exploring some of the issues involved in the establishment and implementation of a management development program, it is necessary to consider the implications of such a program on the need for changes within the existing organisational structure. For success, the program must have not only the cooperation on top, but also the requisite authority and participation of the group. The program must develop personnel who are responsive to the needs of the whole organisation, and its objective must be clearly stated and communicated to all levels of personnel. The steps to be followed and the questions to be answered are stated and the crucial role of training is emphasised.

10.45

SCHMUCKLER
EUGENE

Management Development: A Joint Venture

Personnel Journal

Santa Monica

(USA) 55(1) January 1976 pp.30-33

The necessary characteristics of a successful management development program are outlined first from management's point of view and then from the view of investment. Sharing is the key ingredient relative to success in such a program. The elements of management's investment include training whether accomplished by job rotation, coaching or formal classroom instruction. When this function is not being fulfilled, additions, deletions, or other modifications in the program are imperative. Equally important is evaluating if participants are truly acquiring information and skills to an extent sufficient to warrant further consideration of the program. It is stressed that training here must have the complete support of management in order to be successful. In the absence of this commitment, there will be lack of clearly defined goals and objectives leading to demise of the program and a loss of management's credibility.

10.46

SESHAN SURESH A. **Professionalization of Management in Developing Countries**

Indian Institute of Management Ahmedabad
(India) 1979 pp.178

Most management education institutions in developing countries have been inspired and influenced by Western prototypes. Some adapted these models to their own needs and environment and some initiated their own approaches for setting up the institutes. The book contains the experiences gained from such experiments by some thirteen countries in Asia and Africa. In several situations the role adaptation of trainers was an important factor.

10.47

SIMMONS ROGER Administrative Development

The Quarterly Journal of Administration Ibadan
(Nigeria) 7(2) January 1973 pp.147-160

The issues in management development and staff training as part of Nigeria's Second National Development Plan are examined. It is suggested that managerial capacity is essential for plan implementation and institutions including Administrative Staff have a role to play. There is no need to extend the scope of training presently available as the colonial-type services have to be changed in modern civil administrations. The acute shortage of administrative and professional personnel including trainers is acknowledged and the need for retraining present higher civil servants is stressed.

10.48

SINHA JAI B.P. **Elitism in Management Development Programmes**

Economic and Political Weekly Bombay
(India) XIII(21) 1978

The author broadly analyses the way in which Management Development Programmes actually work in many institutions which are engaged in management training and education. The author's findings are that despite the professed aims of these programmes to democratise the whole work process, their actual impact has been to make the hierarchical divisions more rigid. The phenomenon of elitism so characteristic of managerial culture, while masquerading

under the garb of democratisation, indeed becomes pronounced. In regard to the learning processes, it is stressed that often the context (location, setting, timing) consumes all attention leaving little room for concentrating on the content. The trainer wishing to bring about lasting changes has indeed a difficult task to balance these conflicting factors.

10.49

SRINIVASAN A.V. Executive Development in India:
A Futuristic Profile

ASCI Journal of Management Hyderabad
(India) 6(2) March 1977 pp.135-146

The paper is based on the research study on 'Forecast of Executive Development Programme in India', which has made future forecasts based on trend extrapolation of the likely number of programmes etc. in the year 1985. The forecast is based on the Delphi technique. According to the author, some of these forecasts have already taken shape. Sectoral institutes are being established in many disciplines and there is greater attention to career plan, assessment of individual needs and programme relevance. There are also indications of service sector adopting management techniques as borne out by the forecast.

10.50

STIEFEL R.T. Framework for Programme Planning in
Post-experience Management Education

Journal of European Training Bradford
(UK) 3(2) 1974 pp.97-112

The author develops a three-phase programme of management education. These are the pre-course, actual course, and post-course phases. The essential activities of the trainer as a programme planner in the first and last phases are noted. Four elements of programme planning are distinguished: educational objectives, content, organisation for learning, and evaluation. The organisation for learning is sub-divided into four areas: concept of learning, degree of structure in the instructional process, trainer-participant relationship, and use of techniques. Two types of evaluation of learning: self as well as teacher evaluation are also discussed.

10.51

STIFEL LAURENCE
D. et al

**Education and Training for Public Sector
Management in Developing Countries -
Conference Report**

Rockefeller Foundation

New York

(USA)

1977

pp.147

The report provides a record of the concerns of a group which deliberated on a manageable range of problems and issues in August 1976. Of the report's nine papers - divided into three groups - the two papers of the first group deal with management requirements in the sectors of population and agriculture, four papers in the second group assess Western management models and their transferability and three papers in the final group review strategies and experience in the process of institutionalising public management education. One of the papers examines curriculum planning and develops a framework for public management. Reference is made in the discussion to the ability of developing countries to resist externally induced methods which often result from scanty diagnosis by experts.

10.52

TAYLOR JACK W.

**Ten Serious Mistakes in Management
Training Development**

Personnel Management

Swarthmore, Pa.

(USA)

53(5)

May 1974

pp.357-362

The author, a trainer, highlights ten serious mistakes, several of which are trainer oriented. The basic mistake is lack of training for trainers. This is strengthened by hasty and shallow needs-analysis and the failure to differentiate between group needs and individual needs. There is lack of provision for practical application as the trainee's and learner's normal working environment is not conducive to ready use of that which is to be learned. It is explained that proper training of trainers can help in avoiding the mistakes.

10.56

ZEIRA Y.

Organisational Change Through Management
Development: Problems of Implementation

Journal of European Training Bradford
(UK) 3(1) 1974 pp.39-48

Management development programmes are vital components in the process of organisational change. A systems approach to management development has four steps: identification and definition of the desired managerial change, preparation of operational development programmes, implementation of these programmes, and evaluation and feedback. A recent effort to carry out the systems approach to organisation development in five organisations in UK has shown some implementation problems which are discussed.

10.57

ZEIRA Y.

Is External Management Training Effective
for Organisational Change

Public Personnel Management Chicago
(USA) 2(6) 1973 pp.400-7

The author points out that the objective of management training programmes is planned organisational change which satisfies not only the organisational goals but also personal goals of trainees. This can only be achieved by a systems approach to training. This approach has the following steps: analysis of the present managerial behavior, preparing specific training goals, choosing the right composition of training and development methods, implementing the training programmes, evaluating its effectiveness and presenting feedback and recommendation for future training activities. A trainer responsible for these programmes has to be aware of these steps.

11. TRAINING - GENERAL AREAS

11.1

ADAIR JOHN

Training for Communication

MacDonald

London

(UK)

1973

pp.206

The author explores the deeper nature of communication and shows how the principles can be applied to situations of everyday working life. In addition, the elements of communication are outlined as a guide. The overall approach includes the potential role of a trainer who can adopt the volume as an introduction to the subject.

11.2

BOATENG GEORGE

Management Training and Development in Industry and Commerce in Ghana

Greenhill Journal of Administration

Achimota

(Ghana)

2(1)

1975

pp.29-41

The article gives summary and highlights of training policies and practices in Industry and Commerce in Ghana. Some weaknesses in the situation are brought out leading to the challenges facing management training of executives in Africa. It is suggested that the challenge is a question of creating an awareness of the importance of disciplined and creative thinking, of changing the attitudes of those in position of higher responsibilities, and the challenge of self-realization. It is necessary to recall these challenges because those concerned with training have the difficult task of enhancing the effectiveness of managerial personnel.

11.3

BOLTON MAC

Research and the Training Revolution

Personnel Management

London

(UK)

8(8)

August 1976

pp.22-25

The author outlines the emerging research work in the area of training and the need to make it accessible to practitioners. Various disciplines including psychology, sociology and social anthropology have been used to grapple with issues of management development. Some research is going on about the work of training managers and the need to increase their ability to operate as teams, while other workers are examining the area of learner-controlled training. There has been continuing interest in the evaluation of training, including validation of training. Evaluation is suggested as being

valuable if it provides feedback that will improve the training process. Yet one could blame training managers for not taking trouble to be aware of the potentially useful work that has been carried out. It is suggested that those concerned with training research could set themselves a learning objective that will lead to better application and dissemination.

11.4

BOYD BRADFORD B. Supervising Training Approaches & Methods

American Society for Training & Development

Madison,
Wisconsin

(USA)

1979

pp.172

The volume is a collection of articles in the areas of 'Knowing the Job of the Trainer and the Supervisor', 'Determining what Training the Superior Needs', 'Designing Training Approaches to Help Supervisors Grow', 'Examples of Training Approaches and Methods', and 'Evaluating Training to Improve its Effectiveness'.

11.5

**DEVELOPMENT
CENTRE O.E.C.D.**

Training and Research in Development

O.E.C.D.

Paris

(France)

1966

pp.207

Contains papers and proceedings of the Annual Meeting of Directors of Development Training and Research Institutes attended by 64 representatives of institutes in Africa, North America, Latin America, Asia and Europe. The coverage includes research and development, aspects of training institutes, functional interrelationships between institutes, economic development, training requirements and building of similar institutes in developing countries. Also included is a detailed research paper on the evaluation of economic development training programmes and the role of a trainer.

11.6

BROWN R.G.S.

The Administrative Process in Britain

Methuen

London

(UK)

1970

pp.349

The book reflects the latest style of studying public administration that of regarding government administration as the provision of social and economic services to the general public. It does not emphasise the traditional functions, such as law enforcement and revenue collection, and concentrates on the welfare functions, and more especially on the relationships between the government departments and the clients they serve. Includes sections on the history of the Civil Service in Britain, on organisation theory, and on administrative problems of government organisations.

11.7

CARR C.R.

SMITH T.B. &

WETTENHALL R.L.

Australian Report for Submission to Working Group on Curricular Guidelines and Content

IIAS Roundtable

Dubrovnik

(Yugoslavia)

May 1976

pp.16

The report discusses the curricular guidelines and content for training in government. It is noted that the subject matter of the courses operated by the training sections within government agencies tends to be practical and less concerned with theory and concepts than the courses offered by the tertiary education institutions. The concern of training in government should be primarily to equip people to give better service in the organisations in which they are employed.

11.8

CARSON J.J.

New Trends in Public Personnel Administration in Canada

Public Administration

Sydney

(Australia)

XXXI(3)

1972

pp.193-201

A range of issues facing the public personnel administration in Canada are listed. The problem of change in bureaucracies - among the slowest institutions in society - is well analysed. It is not merely employment but the issues include the responsibility for planned future development. It is suggested by implication that public personnel have to be made responsive to the new social trends as well and training may provide an answer.

11.9

CHAPMAN
RICHARD A. &
DUNSHIRE A. (eds)

**Style in Administration Readings in
British Public Administration**

Allen & Unwin

London

(UK)

1971

pp.280

The thirty-three selected readings are grouped into three parts: the style of British administration, assumptions in machinery of government, and British administrative style in perspective. The extracts are chosen to illustrate what is distinctively British in the field of public administration, with an historical emphasis. Trainers in administration will find the descriptive tests useful for planning training in government.

11.10

CHAPMAN
RICHARD A.

The Higher Civil Service in Britain

Constable

London

(UK)

1970

pp.194

The book traces the origins and development of the higher civil service in Britain. It concentrates on how some of the most significant decision-makers in the country are recruited and what training they receive. The administrative processes and the relations between civil service classes are discussed.

11.11

CHATURVEDI T.N.

Institution-Building for Training

in B.C. MATHUR **et al** (eds)
Management in Government

Publication Division, Government
of India

New Delhi

(India)

1979

pp.433

Some strategic elements including institutional goals, contents of training, staff selection, location, organisation structure, training and research and evaluation are discussed. It is suggested that trainers should be a mix of academics and practitioners since their initial selection, orientation and training will determine institutional success. Trainers should be active in training as well as research with a selective and qualitative approach to training.

11.12

COLLINS
RICHARDS C.

Training and Education: Trends,
Differences and Issues

Public Administration Review

Washington, D.C.

(USA)

33(6)

1973

pp.508-516

It has been argued that more thought should be given to the implications of training and education in terms of the government's changing role and function in training. In view of the sufficient size and demand that have been created, a point has been reached where it is necessary to improve quality, evaluate effectiveness, and clarify purposes and objectives in training and education. Today there is shift of gravity from political science to social psychology and psychology as the core disciplines within public administration. Operationally at the same time, there is need to justify the increasing expenditures on training. Those selected for government training often reflect this same fear and sense of guilt if the experience is not seen as useful for their organisation in a functional way rather immediately.

11.13

DAVIS G.A. &
SCOTT J.A. (eds)

Training Creative Thinking

Holt, Rinehart & Winston

New York

(USA)

1971

pp.302

The results of applied training programs are noted along with guidelines for building a training program. The training-material resources are discussed in depth to provide a trainer solid guidelines for lesson plans and course content. The authors stress that by conscious concern and planning, it is possible to design viable training leading to development of creative thinking.

11.14

FELDMAN LIONEL
D. & McINNIS
PETER G.

Continuing Education and Training
Programs for Municipal Administration:
A Case Study in Selected Provinces

Canadian Public Administration

Toronto

(Canada)

16(4)

1973

pp.613-626

This paper presents the results of interviews carried out in twenty urban centres on the matter of education/training programs for municipal administration. A composite profile of the respondents is described. The

training survey results are analysed under four separate items: the need and its dimensions; awareness of and attitudes toward existing programs; anticipated attitudes of civil servants; and factors to be considered in designing and initiating programs for senior and middle management personnel. The training needs survey suggests that trial programs should be mounted to assist in evaluation.

11.15

FOO MENG LIANG Some Post-Fulton Developments in
Personnel Management

Management Development

Management Services Department/Civil
Service Staff Development Institute Singapore
(Singapore) 10 December 1975 pp.6-15

The implications of the Fulton report for personnel management are recounted. The changes reflect a greater recognition given to personnel management in the Civil Service. It is suggested in conclusion that the British experience could be taken into consideration for enhancing the status and responsibilities of the Civil Service in Singapore.

11.16

GOVERNMENT OF **Training Report for the Year 1973-74**
BARBADOS

Government Printing Press Bridgetown
(Barbados) 1974 pp.46

The activities of the Government Training Unit headed by the Chief Training Officer are outlined. These include training support-level and junior-level civil servants in the Barbados civil service. In-service training in the form of short refresher courses for middle-level civil servants is also provided by the government.

11.17

KEELING DESMOND **Management in Government**

George Allen & Unwin for RIPA London
(UK) 1972 pp.210

The book includes chapters on management, administration and policy; definitions, boundaries and assumptions; criteria for management decisions; a systems approach to

the public service; administration, management and diplomatic systems; assessment of performance in management in government, change in the public service; management in government and business; British experience and prospects. A range of issues in training and developing public personnel are indicated in the discussions.

11.18

KERNAGHAN
KENNETH (ed)

**Public Administration in Canada,
Selected Readings**

Methuen (third edn) Toronto
(Canada) 1977 pp.372

The main purpose of the book is to provide a description and analysis of the institutions, processes, and problems of Canadian administration. Thirty-three readings, several of which have been specially written for the volume, are arranged in seven chapters concerning formal structure of Canadian public administration and organisation theory, the environment and administration, problems of management, planning and finance, public personnel administration in Canada, politics and public servants, and administrative responsibility. The need for training of public servants is noted in several chapters.

11.19

KENYA

Committee on Training May 1971

**International Review of Administrative
Sciences**

Brussels
(Belgium) XXXVIII(2) 1972 pp.220-221

The terms of reference of the committee included examination of the Government's existing training policy, objectives and programmes in the light of current and future training priorities, staffing of training institutions, selection of trainees and evaluation of training. The committee made a wide range of recommendations. It stressed that as part of the future philosophy of training, wherever possible the training should take place in Kenya and be conducted by Kenyan trainers. It also recommended that there should be professional Training Officers in every Ministry and Personnel headquarters.

11.20

KOOPERMAN
LEONARD &
ROSENBERG STEPHEN

The British Administrative Legacy in
Kenya and Ghana

**International Review of Administrative
Sciences**

Brussels

(Belgium) XLIII(3) 1977

pp.267-272

The contribution of the British in imparting some of its civil service values such as political neutrality and impartiality is noted. These values are part of the civil service ethic and have worked to maintain stability and order. However, the highly centralised and aloof patterns of administration established by the colonial regimes contributed not only to an ineffective local government administration but to role behaviours characterised by authoritarianism which has impeded response.

11.21

MILLS G.E.

The Environment of Commonwealth
Caribbean Bureaucracies

**International Review of Administrative
Sciences**

Brussels

(Belgium) XXXIX(1) 1973

pp.14-24

The ecological influences on administrative systems as well as the conflicts and tensions between administrative and technical personnel are identified. It will be necessary for a trainer to understand the bureaucratic environment before designing any training in administration in the region.

11.22

MURRAY D.J. (ed) **Studies in Nigerian Administration**

Hutchinson Educational Ltd.

London

(UK) 1970

pp.324

The comparative analysis of Nigerian field administration is followed by chapters on Nigerian public service commissions, role of the higher public servants and comparison of work and motivation among government agricultural extension workers and those employed by a private company. A chapter on the executive class presents a description and problems of the class. The coverage in the book will provide relevant basis for those concerned with devising training for public personnel in Nigeria.

11.23

O.E.C.D.

Recurrent Education: A Strategy for Lifelong Learning

O.E.C.D.

Paris

(France)

1973

pp.91

The essence of the recurrent education proposition as it is understood in this report is the distribution of education over the life span of the individual in a recurring way. The concept of 'recurrent education' intends to propose a concrete framework within which a great part of the individual's lifelong learning can take place. The report is in two parts: One refers to concept, main features and objectives and Second discusses its social and educational, including learning, implications.

11.24

PERROW CHARLES

Complex Organisations: A Critical Essay

Foreman & Company

London

(UK)

1972

pp.224

The author feels that the extensive preoccupation with reforming, humanising, and decentralising bureaucrats, while salutary, has served to obscure from organisational theorists the true nature of bureaucracy and has diverted us from assessing its impact upon society. This is incalculably more important than the impact upon the members of a particular organisation. The advantage of bureaucracy as an organisational model in preference to other models are stated and the analysis is refined by including discussions about the role and structural determinants of conflict and the influence of technology.

11.25

PETTMAN BARRIE O. **Government Involvement in Training**
(ed)

MCB Publication

Bradford

(UK)

1978

pp.196

This is a collection of readings from two of the MCB serial publications, 'International Journal of Social Economics' and 'Journal of European Industrial Training'. Important theoretical and practical aspects of training in four industrialised countries - UK, Canada, USA and West Germany - are covered. The potential role of a trainer is outlined and discussed in the context of government training.

11.26

PITOI S. Localization in the Papua New Guinea
Public Service

Public Administration Sydney
(Australia) XXXII(2) 1973 pp.221-228

The training measures adopted in pursuance of the policy of localization are enumerated. These include establishment of institutes, university and an Administrative Staff College at Port Moresby. The expanded training programmes are aimed at preliminary, middle and advanced levels of management. Priority areas for localization have been identified along with plans of career structuring. The shortage of trained personnel to conduct training will remain for some time.

11.27

RICHARDSON SAM S. **The Organisation of Support for an
Administrative Training Programme in an
Institute or School of Administration**

International Institute of
Administrative Sciences Brussels
(Belgium) 1970 pp.28

The monograph, directed primarily towards the activities of the schools and institutions of administration in English-speaking developing countries, stresses on budgeting support and staffing. In order to meet the gaps in these support areas, issues of multilateral and bi-lateral assistance are discussed. Also noted are possibilities of assistance from the private sector and assistance from institutions which have relations with the national governments.

11.28

SCHERER W.T. How to Get Management's Commitment
for Training

Training and Development Journal Madison, Wis.
(USA) 32(1) January 1978 pp.3-8

The role of a trainer in securing management support is highlighted. Trainers must believe in the value of training and make training broad based involving all levels of management. Training function should be budgeted for in the organisation. Finally, trainers must be prepared to take professional risks to enable the organisation to grow and advance.

11.29

SILVERN L.C.

Systems Engineering Applied to Training

Gulf Publishing

Houston

(USA)

1971

pp.170

The author stressed on four key aspects of training - analysis, synthesis, modelling and simulation. Through the detailed development of the model, the general application of systems planning to complex training problems is illustrated. The model is at two levels - the first level identifies the essential elements in the improvement of human performance through training and the second level expands both the depth and breadth of the model.

11.30

SMITH THOMAS B.

The New Zealand Bureaucrat

Cheshire

Wellington

(New Zealand)

1974

pp.162

This is a survey of the background, attitudes and behaviour of middle level New Zealand public servants based on fairly long interviews with a sample of executive class officers. The author remarks that the country has had one the least-educated public services, though this pattern is now changing rapidly. The general level of satisfaction was high even though there were increasing difficulties in recruiting qualified staff.

11.31

SCOTT E.N.

Localization in Kenya

Public Administration

Sydney

(Australia)

XXXII(4)

1973

pp.366-382

The article covers the area of indigenous civil service training with special reference to Kenya Institute of Administration, the Management Training and Advisory Centre, the East African Staff College, Clerical and Technical Training Institutions and local government training. The above training facilities are supplemented by overseas courses in Oxford and Cambridge. References to training requirements are also made about Uganda and Zambia.

11.32

SHAHARI MOHD.

Training Challenges of 1980's

Bulletin Intan

Kuala Lumpur

(Malaysia) 3(1)

March 1979

pp.1-18

The paper intends to ask some questions about the future orientation of training activity with a view to stimulating discussion among those involved in developing human resources. The author outlines the present stage of training, the philosophy of training and steps to improve training. Training is as much a problem of the trainer as it is of the trainee. Training that takes place in more traditional forms of training situations tends always to assume that the trainer knows everything. Effective training for developing human resources exists only when the barrier between those who provide knowledge and those who receive knowledge is broken down. For it is only when the barrier is broken down that a training programme is able to foster innovative behaviour and to transform progressive ideas into desirable action.

11.33

SUBAMANIAM V.

**Social Background of India's Administrators:
A Social Economic Study of Higher Civil
Services of India**

Ministry of Information & Broadcasting

New Delhi

(India)

1971

pp.180

This is an analysis of the social backgrounds of the bulk of the recruits to the higher Indian civil service between 1947 and 1963. The study includes some consideration of the unsuccessful and a small sampling of attitudes among younger and older civil servants. The data is from official records and comprises a questionnaire study based on a number of socio-economic variables. The study introduces the concept of representative bureaucracy and the difficulty of the problem in both its definition and its utilization as a standard of judgment.

11.34

TAN JOHN

Review of Activities of Staff
Training Institute

Management Development

Management Services Department/Civil
Service Staff Development Institute Singapore

(Singapore) 1 September 1973

The Staff Training Institute which opened in March 1971 provides training for civil servants in several areas: (1) induction training, (2) management training, (3) specialised and vocational training, (4) languages training, and (5) leadership training. The effort is to develop the administrative service entrants through a two-year cadetship. The constraint of trained trainers is indicated.

11.35

WELLMAN D.D.

O & M Thoughts on Training

O & M Bulletin

London

(UK)

27(4)

1972

pp.189-95

The purpose of training is to change in some ways the behaviour of the participant even though the change may be shortlived. Unless there is an opportunity to practice what a participant has learned or experienced during training, the subsequent day-to-day pressures are likely to overwhelm him to the extent that what occurred in the course may be totally obscured. There is very little evidence to suggest that a participant's feelings about a course are of much value in determining whether a course has met its objective since this test can only come when knowledge needs to be applied, and only when it is successfully applied can it be demonstrated that learning has taken place. All effective training needs to include some practice in the use of the newly acquired knowledge and skills, with guidance and some assessment of performance before the course is included.

12. TRAINING - REFERENCES

12.1

ASTD OD DIVISION **Bibliography of Sources and Applications**

American Society for Training and
Development
Madison, Wis.
(USA) 1979

A reference book to identify OD sources. A trainer can locate OD literature developed for professional awareness and growth, definitions on what OD is, now development, new concepts, OD methods and their approaches. There is also a comprehensive selection of case studies.

12.2

COMMONWEALTH
SECRETARIAT **Training in Public Administration: A
Directory of Commonwealth Resources**

Commonwealth Secretariat
London
(UK) 1978 pp.372

The directory compiled and edited by the Commonwealth Programme for Applied Studies in Government provides summary descriptions of the training, research, consultancy and publication activity of more than two hundred national, regional and international organizations relating to the resources of nearly forty Commonwealth countries. A selected number of international and regional organisations are listed. There are separate chapters on the role and resources of the Secretariat and the Fund for Technical Cooperation. The directory concludes with a fifteen page general index apart from an index of periodicals sponsored by the various institutions.

12.3

CRAIG ROBERT L. & **Training and Development Handbook**
BITTEL LESTER R.
(eds)

McGraw-Hill
London
(UK) 1979 pp.866

The handbook - a comprehensive collection in the field of personnel training and development - provides a broad reference source for those responsible for developing human resources in any organisation. The compilation contains thirty-two articles on various aspects including training needs, learning process, evaluation, training methods and trainer education and training. The training techniques covered are coaching, the lecture, conference methods, case methods, role playing, programmed

instruction, laboratory training and management games. There is also coverage of budgeting and controlling of training costs and maintenance of training records. The levels of training covered range from apprentices to top executives. Also included is advanced material for managers of large training staff apart from fundamentals of training for the beginner or part-time trainer. The new edition encompasses the important advances in applications of behavioural science, modern instructional technology and changes in the training function.

12.4

DE PHILLIPS
FRANK A. et al

Management of Training Programs

Richard D. Irwin Homewood, Ill.
(USA) 1960 pp.469

The book is in four units: Unit I on 'Management Functions and Training Problems', Unit II on Training-Learning Procedures, Unit III on 'The Organisation and Administration of Training Programs', and Unit IV on 'Training Evaluation and Research.' The major themes in the book include interdependence of management and training, interpersonal and human relations problems in conducting training, integration of training methodology and learning theory, managerial aspects of organising training programmes, types of training, importance of research and evaluation in training, and consideration of the future of training as a profession. Through the use of case studies, problems and illustrative material, the authors have tried to answer several important questions about training e.g., why and how to train most effectively.

12.5

DUGAN LAIRD

Approaches to Training and Development

Addison-Wesley Reading, Ma.
(USA) 1977 pp.303

The book provides trainees with a comprehensive and practical framework of Options for producing and maintaining effective employee performance. Different facets of the field are examined: what training to do, if any; what methods to use; and how to evaluate the results. The author also discusses the often ignored subject of how to handle performance problems which are difficult to solve through training. Many ideas for trainers along with examples are suggested.

12.6

GOODNOW HENRY
FRANK

**A Study of Selected Training Institutions
in Pakistan, India and Nepal**

Asian Centre for Development
Administration

Kuala Lumpur

(Malaysia)

1974

pp.37

The author has made a study of six selected training institutions. The report is presented in three parts. First, an attempt is made to briefly describe a few selected aspects of the national setting which seem relevant to a comprehension of the nations training institutions. Second, the training institutions are described, and a brief analysis of the problems faced and conclusions arrived at is given. This is followed by a general set of conclusions based on the entire study. The conclusions refer to the training methods employed, status of research in training and problems of evaluation of training.

12.7

INAYATULLAH C.
(ed)

**Management Training for Development:
The Asian Experience**

Asian Centre for Development
Administration

Kuala Lumpur

(Malaysia)

1975

pp.300

It is a compilation of eight papers discussed at a meeting of heads of some Asian training and research institutions working in the field of public administration. The first four papers relate to the functioning and role of particular training institutions in the process of administration development. The remaining papers analyse specific issues e.g. identification of training needs, strategies for evaluating training institutions and the relevance of the Western doctrine of administrative development for Asian societies.

12.8

JONES GARTH N.
et al

**Planning, Development and Change: A Bibliography
on Development Administration**

East-West Center Press

Honolulu

(USA)

1971

pp.180

The volume lists over 1500 titles of books and articles on development administration grouped under four headings: planning, development, change and bibliographies and supplementary items. Some entries are annotated.

12.9

KIRKPATRICK
DONALD L.

**A practical Guide for Supervisory Training
and Development**

Addison-Wesley

Reading, Mass.

(USA)

1971

pp.182

The book is organised in four sections: Preparing to train, Training Methods and Evaluation, Case examples of effective programs and Selecting and Training potential Supervisors. The use of graphics, visuals, simulations and testing is explained. The emphasis in several sections is on the contributory role of the trainer.

12.10

LEE HAHN-BEEN

**A Handbook of Development Administration
Curriculum**

Internatinal Institute of Administrative
Sciences

Brussels

(Belgium)

1970

pp.54

The purpose of this handbook is to lay down a procedure for preparing a curriculum of development administration. It includes approach to a curriculum, a model syllabus, and an illustrative curriculum.

12.11

LUBIN BERNARD
et al (eds)

Organisational Change Sourcebooks I & II

University Associates

San Diego, Ca.

(USA)

1979

pp.236

The volume is designed to be used as a teaching learning tool, both in formal settings, in workshops and seminars. Nine case studies provide special insights in the process of planned change.

12.12

LYNTON ROLF P. & **Training for Development**
PAREEK UDAI

Richard D. Irwin

Homewood, Ill.

(USA)

1967

pp.408

The training and development themes overlap and intertwine throughout the book which has five parts. Part I differentiates training from other instructional activities and then traces the contribution to the training process of two partners in it: the participants and the organisations in which they work and are to use their training. In Parts II, III, and IV - the authors look at the training process from the point of view of the third partner, the trainer at work on a program in a training institution. The parts deal in turn with the three major phases in training: pre-training, training, and post-training. Part III deals with the training phase: the transactions between trainers and participants, among participants themselves. Part IV, on the post-training phase, examines the contact trainers maintain with participants and their organisation after the programme is over. Part V deals with the training institutions, as a whole and the development of training as a profession-through research and action. Each part includes selected text readings from standard sources.

12.13

McCURDY HOWARD E. **Public Administration: A Bibliography**

The American University

Washington, D.C.

(USA)

1972

pp.156

The volume identifies a thousand books which are frequently cited by scholars in public administration. Each entry is rated according to how frequently it is cited by a sample of over forty scholars in the discipline. The books are arranged in thirty three sections including general administration, organisation theory, comparative administration, management science and public policy. About one fifth of the entries are annotated.

12.17

NATIONAL BOOK
LEAGUE

Books for Training Officers

B.A.C.I.E.

London

(UK)

1970

pp.76

A new edition of an earlier bibliography includes 285 publications. Areas covered include: manpower, planning, training practice, retraining, supervisory and management training, training aids, training techniques, programmed instruction, human relations and group dynamics.

12.18

OTTO CALVIN P. &
GLASER ROLLIN O.

**The Management of Training: A Handbook for
Training and Development Personnel**

Addison-Wesley

Reading, Mass.

(USA)

1970

pp.410

The book in four parts attempts a how-to-do-it approach, to explain how training personnel can create and administer effective training programmes while working within the limits of time, staff, and budget. Part I presents a detailed look at the training director's major responsibilities in any enterprises. The basic teaching/learning activities focussed are ones which the head of a training function must give considerable attention to before he can effectively plan, develop, or administer his programs. Part II is devoted to an identification of some of the basic conceptual skills needed by training personnel in their day-to-day work. These skills range from a knowledge of learning theory to an understanding of the techniques used to evaluate the diverse and complex outcomes of training programs. Part III describes some of the basic training media and the techniques for producing them at the lowest cost. Part IV finally describes some basic training applications on the basis of some of the principles covered in the earlier parts.

12.19

PETERSON
RICHARD B., TRACY
LANE & CABELLY
ALAN (eds)

**Readings in Systematic Management of
Human Resources**

Addison-Wesley

Reading, Mass.

(USA)

1979

pp.259

A discussion of the current situation in the personnel/human resource management field is provided through a collection of over forty readings. The readings focus on the following topics: the framework for viewing human resources, supervisory styles, technology and job design, **training**, evaluation, integration of human resource management, perspectives of human resource management and future directions.

12.20

PATTEN THOMAS H. **Manpower Planning and the Development
of Human Resources**

Wiley-Interscience

New York

(USA)

1971

pp.737

The coverage includes discussion of training needs analysis, training techniques, evaluation and techniques of executive development. The concept of training, on-the-job is discussed. Techniques are analysed as involving human interaction which provides the background for laborating training. The relationship between manpower planning and training is established. The process is conceived as human resources development with the trainer occupying a key role.

12.21

TAYLOR B. &
LIPPIT G.L. (eds) **Management Development and Training
Handbook**

McGraw Hill

Berkshire

(UK)

1975

pp.650

The book - a standard work of reference - consists of original articles specially commissioned from over forty contributions from a dozen countries. The five major parts of the book include Management development, Management training methods, Management training programmes, Organisation development and Planning and organisation. Several articles emphasise the role of a trainer and the continuing need for training the trainers.

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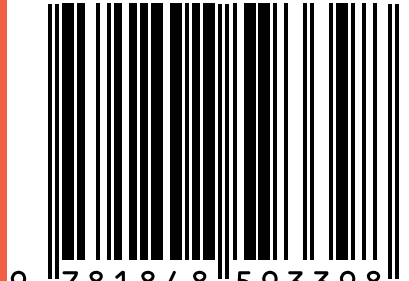
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